Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:

To enhance the quality of the district's preschool program, ensuring alignment with state early childhood education standards.
Goal 1a: CHPS will strategically expand the preschool program in alignment with available Preschool Expansion Aid (PEA) funding to ensure access to high-quality early education opportunities for all eligible students.

Increase each student's math proficiency by strengthening K-12 instructional practices.
Goal 1bi. By 2030, the district will achieve a 10% increase in math proficiency across grades 3-11 on state math assessments while ensuring measurable annual growth for all students. Goal 1bii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in math skills.

Increase each student's literacy proficiency by strengthening K-12 instructional practices.
Goal 1ci. By 2030, the district will achieve a 10% increase in overall proficiency rates for students in grades 3-11 on state ELA assessments while ensuring measurable annual growth for all students.
Goal 2cii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in literacy skills.

Improve student science proficiency by strengthening K-12 instructional practices.
Goal 2di. By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments for all students.
Goal 2aii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in science skills.

SMART GOAL/Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase each student's math proficiency by strengthening K-12 instructional practices **Goal 1bi.**: Increase overall math proficiency by 2% for grades 3-5 on state assessments for the 2026-2027 school year. Academically disadvantaged	Strengthen Core Instruction Increase use of math discourse, problem-solving strategies, and engagement across grades 3–5. Use of Equip to determine gaps and to inform subgroup decisions At the Tier 1 level, differentiate (e.g., accommodations and modifications) to support all learners, including 504, IEP, and ELLs.	Building Principal Provide needed leadership and support by ensure alignment with district and school priorities and properly allocating resources. Math Coach Lead targeted PD/coaching sessions/cycles. Model instructional practices and collaborate with grade-level teams on best practices.	Full implementation by June 2027 Data reviews three times per year: December 2026, March 2027, and June 2027	Student Achievement Data State assessment results showing a 2% increase overall and at least 1% growth in targeted subgroups. Growth on district benchmarks and common unit assessments. Instructional Practice Walkthrough/observation data that demonstrates universal implementation of best instructional practices (e.g., discourse, small groups, scaffolds). PLC reports documenting data analysis that informs practice.

students will each increase by at least 1%.	<u>Targeted Interventions</u> Use benchmark and formative assessment data to identify students for Tier 2 & 3 math interventions. Monitor subgroup growth through three data review cycles (fall, winter, spring). <u>Professional Development/PLC Work</u> Provide math PD on best instructional practices. Offer PLC time to examine student work, analyze achievement data, develop model lessons, etc. <u>Student Engagement in Math</u> Incorporate real-world math tasks, games, and project-based learning to make math meaningful. Offer opportunities for ownership in learning – goal-setting, self-assessment, etc. <u>Data-Driven Monitoring</u> Conduct 3x per year data review cycles to track overall growth and subgroup progress. Use walkthroughs and coaching feedback to ensure alignment with instructional practices. <u>Family & Community Connections</u> Share assessment results as well as relevant resources for families to provide home support.	<u>MTSS Team</u> Share student performance data to inform building priorities. Provide staff with Tier 2 instructional strategies to classroom teachers. Support classroom teachers to move students between Tiers 1-3, including family outreach. <u>Teachers</u> Actively participate in PLC, PD and coaching cycles. Implement recommended strategies in classroom practice. Focus on enhancing Tier 1 & Tier 2 math strategies and offer reflective feedback on the effectiveness and student impact.		<u>Monitoring & Accountability</u> 3 data reviews per year with documented action steps. Disaggregated reports to document subgroup progress planning <u>Interventions & Supports</u> MTSS progress monitoring

SMART GOAL/Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase each student's literacy proficiency by strengthening K-12 instructional practices **Goal 1ci**: Increase the percentage by 2% of students in grades 3- 5 from meeting or exceeding expectations on the NJSLA as compared to the 2025-2026 school year. Academically disadvantaged students will each increase by at least 1%.	<u>Strengthen Core Instruction</u> Implement Core Knowledge Language Arts (CKLA) program/curriculum in alignment with its intended design. Emphasize foundational skills (e.g., phonemic awareness, phonics, fluency, comprehension, vocabulary) embedded within CKLA. In grades 3–5, place a stronger focus on writing development through CKLA writing lessons and extended writing opportunities. Support engagement and inquiry during CKLA lessons by using strategies that promote student discussion, questioning, and critical thinking. <u>Targeted Interventions</u> Use mCLASS data (DIBELS, Maze, and benchmarks) to identify students in need of Tier 2 & 3 literacy support to provide differentiated small-group instruction aligned to individual student needs. Monitor subgroup progress during three data review cycles (fall, winter, spring) and adjust interventions accordingly. <u>Professional Development & PLCs</u> Provide literacy PD on best instructional practices.	<u>Building Principal</u> Provide needed leadership and support by ensure alignment with district and school priorities and properly allocating resources. <u>Literacy Coach</u> Lead targeted PD/coaching sessions/cycles. Model instructional practices and collaborate with grade-level teams on best practices. <u>MTSS Team</u> Share student performance data to inform building priorities. Provide staff with Tier 2 instructional strategies to classroom teachers. Support classroom teachers to move students between Tiers 1-3, including family outreach. <u>Teachers</u> Actively participate in PLC, PD and coaching cycles. Implement recommended strategies in classroom practice. Focus on enhancing Tier 1 & Tier 2 literacy strategies and offer reflective	Full implementation by June 2027 Data reviews three times per year: December 2026, March 2027, and June 2027	<u>Student Achievement Data</u> State assessment results showing a 2% increase overall and at least 1% growth in targeted subgroups. Growth on district benchmarks and common unit assessments. <u>Instructional Practice Evidence</u> Walkthrough/observation data that demonstrates universal implementation of best instructional practices (e.g., inquiry, discussion, and engagement with complex texts). PLC reports documenting data analysis that informs practice. <u>Intervention & Supports</u> MTSS progress monitoring

	Offer PLC time to examine student work, analyze achievement data, develop model lessons, etc. <u>Student Engagement in Literacy</u> Offer opportunities for ownership in learning – goal-setting, self-assessment, etc. Embed opportunities for collaborative analysis of texts to deepen comprehension and vocabulary development. <u>Data-Driven Monitoring</u> Conduct 3x per year data review cycles to track overall growth and subgroup progress. Use walkthroughs and coaching feedback to ensure alignment with instructional practices. <u>Family & Community Connections</u> Share assessment results as well as relevant resources for families to provide home support.	feedback on the effectiveness and student impact.		

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase each student's science proficiency by strengthening K-12 instructional practices **Goal 2di**: Increase the percentage of grade 5 students meeting or exceeding expectations on the NJSLA-Science by 2%. Each subgroup—Multilingual Learners, Students with IEPs, and Free/Reduced Lunch students—will each increase by at least 1%.	Strengthen Core Instruction Align instruction to the New Jersey Student Learning Standards for Science (NJSLS-S) with a focus on inquiry, hands-on investigations, scientific practices, and the integration of literacy and math concepts and skills. Data Analysis, Targeted Supports & Monitoring Engage in grade level collaboration to analyze assessment data, student work, and grade-level collaboration to identify and implement targeted supports aligned with NJSLS-S, with progress monitored three times annually for Multilingual Learners, students with IEPs, and students receiving free/reduced-price lunch. Student Engagement Increase student engagement by linking science learning to authentic, real-world experiences and emphasizing evidence-supported thinking in discussion and writing.	Building Principal Provide needed leadership and support by ensure alignment with district and school priorities and properly allocating resources. Classroom Teachers (Grades 3–5) Provide standards-aligned, inquiry-driven science instruction informed by assessment data, with targeted supports and scaffolds for at-risk learners.	Full implementation by June 2027 Data reviews three times per year: December 2026, March 2027, and June 2027	Student Achievement Data Growth on NJSLA-Science, with overall proficiency up 2% and at least 1% gain in each subgroup. Classroom and benchmark data showing progress on NJSLS-S standards. Instructional Practice Walkthroughs and student work showing inquiry-based, hands-on learning aligned to NJSLS-S. Targeted Supports Documented scaffolds and subgroup growth during 3x per year data reviews. Monitoring & Accountability Analysis of NJSLA-Science results to identify focus standards and inform instructional adjustments.

Priority 2: Operational Excellence

AIMS and GOALS:

Maximize the utilization of district resources by effectively balancing student enrollment at the elementary level.

Goal 2b. By 2030, Cherry Hill Public Schools will ensure that schools experiencing increased elementary class sizes are supported through equitable and strategic allocation of resources, staffing, and instructional supports to maintain high-quality learning environments for each student.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, Horace Mann Elementary School will develop, implement, and monitor grade-level action plans, as appropriate, to address increased class sizes through the strategic use of available staffing, scheduling, instructional supports, and professional learning to maintain high-quality learning environments and promote student achievement.	Review the building schedule and staff assignments to direct additional support to grade levels with larger classes. Create grade-level action plans as needed and submit them to the Director of Elementary Education. Regularly assess whether the supports are sufficient and effective, adjusting staffing, schedules, and resources as needs change. Partner with C&I, Special Education, Student Services, ESL, and NJTSS/MTSS to identify relevant professional learning and other supports. Quarterly review formative and summative assessment results to determine the impact of the supports and professional learning. Keep families informed through periodic updates and opportunities for two-way communication.	Building Principal Classroom Teachers Literacy & Math Coaches BSI School Counselor Special Education Staff ESL Staff NJTSS/MTSS Team Director of Elementary Education, as appropriate	<u>October-May</u> Ongoing monitoring of the plan elements <u>Quarterly</u> Enlisting support from external offices will take place on a quarterly basis	Grade level beginning, middle and end of the year ELA Universal Screening data as compared to the two preceding years. Eureka Math Squared Formative Assessment evaluation NJTSS/MTSS student evaluations Two-way communication with families. Increased confidence in support plans as voiced by families.

Priority 3: Aligning Student Supports to Mirror Student Needs

AIMS and GOALS:

Increase the alignment of student instruction and support to most effectively meet the needs of each child.
Goal 3a: By 2030, Multi-tiered Systems of Support (MTSS) data will indicate an increase in the percentage of students whose needs are effectively supported through tiered programming.

Foster an inclusive and supportive educational environment that empowers students with IEPs to actively participate and thrive in the least restrictive settings.
Goal 3b: By 2030, student data will reflect an increase in the percentage of time students with IEPs engage and succeed in less restrictive educational environments.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase the alignment of student instruction and support to most effectively meet the needs of each child. **Goal 3a:** Refine MTSS procedures and protocols to ensure academic, social-emotional, chronic absenteeism and behavioral supports align with student needs.	MTSS System & Protocols Overhaul Redesign MTSS protocols to align with best practices, ensuring clarity in referral, progress monitoring, and exit criteria. Train all staff in updated MTSS expectations, including Tier I classroom responsibilities and intervention documentation. Establish clear expectations for Tier I fidelity supported by walkthroughs, coaching, and feedback. Data-Driven Review Cycles Conduct 3x per year data reviews (fall, winter, spring) using multiple measures (mCLASS, benchmark data, NJSLA, classroom assessments, SEL screeners, Genesis Data on Chronic Absenteeism). Use data to place students into appropriate tiers and identify priority standards for academic focus.	Building Principal Provide needed leadership and support by ensure alignment with district and school priorities and properly allocating resources. Academic Coaches Coordinate MTSS Meeting Dates and Intervention Cycles, Monitor building benchmark data MTSS Intervention Team Lead system redesign, guide data analysis cycles, document interventions, and oversee progress monitoring. Classroom Teachers Implement Tier I best practices, consistent data collection, deliver Tier II interventions, and	September–October 2026 Launch the updated MTSS process, including staff training, Tier 2 goal-setting, and grade-level PLC support. October 2026–June 2027 Implement tiered interventions, conduct monthly MTSS meetings, and complete fall, winter, and spring data-review cycles. Throughout 2026–2027 Provide ongoing professional development on MTSS and	Student Data Growth Increased percentage of students meeting or exceeding benchmarks in mCLASS, math benchmarks, and NJSLA. Improved school attendance from students who are identified as chronically absent. Tiered Support Impact Reduction in the number of students requiring Tier III interventions, with more needs met at Tiers I and II. Fidelity of Instruction Walkthrough and observation data showing Tier I instruction aligned to best practices. Progress Monitoring MTSS documentation reflecting interventions matched by intensity and duration with consistent tracking.

	Monitor both academic growth and SEL/behavioral data to ensure balanced support. <u>Targeted Academic & SEL/Behavior Interventions</u> Implement small-group interventions in reading, math, and writing with a focus on intensity and duration to accelerate progress. Provide SEL and behavior support (restorative practices, counseling groups, behavior plans) for students demonstrating social-emotional needs. Support students and families approaching 10 or more absences to head off chronic absenteeism. <u>Professional Development</u> Provide staff training on MTSS structures, use of data, evidence-based interventions, SEL supports, and Chronic Absenteeism guidance. Embed PD into PLCs focused on data analysis, student case studies, and intervention planning. <u>Collaboration & Communication</u> Hold MTSS Intervention Team meetings (admin, teachers, interventionists, counselors) to review progress and adjust support.	collaborate with the team. <u>Counselor/Support Staff</u> Provide SEL interventions, behavioral supports, chronic absenteeism supports, and connect families to external services when needed.	intervention strategies. <u>June 2027</u> Evaluate MTSS effectiveness and student outcomes.	<u>SEL/Behavior Outcomes</u> Decrease in major behavior incidents and evidence of improved student regulation through SEL supports. Mann will continue its implementation of the Restorative Practices framework grounded in our core values to foster strong relationships, shared accountability, and a consistent, positive learning environment across all grade levels and settings. <u>Stakeholder Feedback</u> Positive feedback from staff, students, and families on the alignment and effectiveness of supports

	Communicate with families about student progress, interventions, and strategies for home reinforcement.			
By June 2027, 100% of staff responsible for students with IEPs or 504 plans will receive role-specific guidance on accommodations and inclusive practices, and at least 90% of reviewed lessons and school activities will show documented access, participation, or appropriate sensory and communication supports for students with disabilities.	Review current student placements, instructional schedules, and IEP supports to identify opportunities for increased participation in general education settings. Strengthen collaboration between general and special education staff to ensure accommodations, modifications, and supports are effectively implemented. Monitor student performance and success within general education settings and adjust supports as needed.	Principal CST Faculty, including Related Services	Ongoing throughout 2026–2027	Data review of Least Restrictive Environment (LRE), student schedules, IEP reviews Mainstreaming records, classroom observations, IEP implementation data, and classroom performance data (e.g., increased time in LRE), academic growth, and progress toward IEP goals

Priority 4: Climate & Family Engagement

AIMS and GOALS:

To cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers, working together with a shared purpose.

Goal 4ai. By 2030, all Cherry Hill Public Schools will have fully functioning Labor Management Collaborative (LMC) teams that meet monthly, set and achieve clear goals, and include representatives from all labor titles within each school building.

AIMS and GOALS:

Increase the sense of physical and emotional safety for students, families, staff and the community.

Goal 4c. By 2030, Cherry Hill Public Schools will increase the percentage of students, parents, and staff reporting positive school climate by fostering a culture of trust, collaboration, and mutual respect.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
To cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers, working together with a shared purpose. **4a.** By June 2027, Mann will continue to utilize the Labor Management Collaborative (LMC) team for building climate and culture decisions. **4b.** Horace Mann Elementary School will provide leadership opportunities for our 5th grade students through our safety program and will send 5 representatives to the district leadership workshops.	Labor Management Collaborative (LMC) Team Monthly LMC meetings that includes representation from all constituencies Establish and track no less than two clear, measurable goals aligned with school improvement priorities, Safety Patrol Program Safety Patrol advisors to provide leadership opportunities for those on the safety patrol.	Principal, Labor Management Collaborative (LMC) Team, and Safety Patrol Advisors	Ongoing October through June	Progress will be monitored through submission of monthly meeting agendas, minutes, and goal progress updates.

Priority 5: Staff Recruitment & Retention

AIMS and GOALS:

To enhance and customize professional development to support all staff in their job roles and responsibilities.

Goal 5b. By 2030, Cherry Hill Public Schools will increase employee retention by creating a supportive work environment characterized by trust, collaboration, and high levels of support.

Goal 5c. By 2030, each school will implement a tailored professional development framework, collaboratively designed with staff to align training with the unique needs of their roles.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
To enhance and customize professional development to support all staff in their job roles and responsibilities. **Goal 5b:** By June 2027, Horace Mann Elementary will strengthen staff trust, collaboration, and support by implementing weekly opportunities for staff recognition, collaboration, and feedback, resulting in improved staff retention.	Staff Needs Assessment The LMC will be tasked with analyzing the NJSCI survey data to identify needs and priorities, including professional development foci.	LMC and ScIP Teams and Principal	Full implementation by June 2027	LMC meeting minutes and PLC calendars that reflect the PD priorities identified. (Additional evidence to be determined after the LMC reviews the NJSCI data.)
Goal 5c: By June 2027, Horace Mann Elementary School will develop and implement a differentiated professional development framework informed by staff feedback and student needs, providing role-specific learning opportunities that support staff in effectively meeting their professional responsibilities and school-wide instructional priorities.	Gather staff input via LMC and ScIP frameworks to identify professional learning needs by role and responsibility. Develop and provide differentiated professional learning opportunities aligned with identified staff and student needs. Evaluate the effectiveness of professional learning and use staff feedback and implementation data to guide future PD.	Principal Instructional Coaches LMC & ScIP Team Members District Support Staff	Full implementation by June 2027	PLC reflections, coaching records, walkthroughs, or work samples showing implementation