CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
2026 - 2027

Joyce Kilmer Elementary

STUDENT WELLNESS

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
By the end of the 2026–27 school year, the percentage of students in grades 4 and 5 who scored At or Above Benchmark on the DIBELS Composite Score (EOY 2025–26) will improve their performance on the NJSLA English Language Arts assessment by at least 10 percentage points compared to their 2026 scores. For example, 43% students in grades 4 and 5 scored At or Above Benchmark on the DIBELS Composite Score in 2025-2026, will increase to at least 53% in 2026-2027.	Explicit, daily oral language instruction (e.g., Heggerty). Systematic phonics programs (e.g., UFLI) combined with Repeated Reading.	Administration Literacy Teacher Coach Intervention Specialists Classroom Teachers	Nov 15 - Increase the percentage of students At or Above benchmark to 47%. Reduce the Well Below category to 17%. Feb 15 - Increase the percentage of students At or Above benchmark to 51%. Reduce the Well Below category to 14% Apr 15 - Increase the percentage of students At or Above benchmark to 53%. Reduce the Well Below category to 12%.	DIBELS assessment data NJSLA English Language Arts data

			Jul 1 - By the end of the 2026-27 school year, the percentage of students in grades 4 and 5 who scored At or Above Benchmark on the DIBELS Composite Score (EOY 2025?26) will improve their performance on the NJSLA English Language Arts assessment by at least 10 percentage points compared to their 2026 scores. For example, 43% students in grades 4 and 5 scored At or Above Benchmark on the DIBELS Composite Score in 2025-2026, will increase to at least 53% in 2026-2027.	
By the end of the 2026–27 school year, the percentage of students in grades 4 and 5 demonstrating proficiency on Eureka Math module and marking period assessments will improve, resulting in at least a 10 percentage point increase in the percentage of students meeting or exceeding proficiency on the NJSLA Mathematics assessment compared to the 2026 results.	Strengthen Tier 1 math instruction through consistent Eureka Math implementation and increased focus on problem-solving and NJSLA-aligned tasks. Use assessment data to provide targeted support, including reteaching, small-group instruction, and intervention based on identified skill gaps. Monitor student progress regularly through Eureka module and marking-period assessments and adjust instruction accordingly.	Administration Mathematics Teacher Coach Intervention Specialists Classroom Teachers	Nov 15 - By the end of Marking Period 1, the percentage of students in grades 4 and 5 demonstrating proficiency on Eureka Math Module and Marking Period 1 assessments will increase by at least 5 percentage points compared to the 2025–26 baseline. Feb 15 - By the end of Marking Period 2, at least 80 percent of students who scored below proficiency on the Marking Period 1 assessment will demonstrate growth by improving one or more performance levels or increasing their assessment score by at least 10 percentage points on subsequent Eureka Math module assessments.	Eureka Math Module Assessment results Marking Period Benchmark Assessments District assessment reports Official NJSLA Mathematics results District data dashboard

			Apr 15 - By mid April, at least 75 percent of students in grades 4 and 5 will demonstrate proficiency on cumulative Eureka Math module assessments and NJSLA-aligned benchmark tasks, indicating readiness for the NJSLA Mathematics assessment. Jul 1 - By the end of the 2026-27 school year, the percentage of students in grades 4 and 5 demonstrating proficiency on Eureka Math module and marking period assessments will improve, resulting in at least a 10 percentage point increase in the percentage of students meeting or exceeding proficiency on the NJSLA Mathematics assessment compared to the 2026 results.	
Improve student science proficiency by strengthening K-12 instructional practices 1. Increase the percentage of grade 5 students meeting or exceeding expectations on the NJSLA-Science by 2%. 2. Increase the percentage of grade 5 students with IEPs meeting or exceeding expectations on the NJSLA-Science by 1%.	- Use grade-level meetings to review student work and share strategies aligned to NJSLS-S. - Conduct 3x per year progress checks to monitor growth and subgroup progress.	Building Principal - Allocate resources (time, budget, scheduling) for science instruction and professional development. Classroom Teachers (Grades 3–5) - Analyze classroom assessments, benchmarks, and NJSLA results to identify areas of need.	- Data reviews three times per year: December 2026, March 2027, and June 2027	- Growth on NJSLA-Science, with overall proficiency up 2% and at least 1% gain with special education students. - Classroom and benchmark data showing progress on NJSLS-S standards. - Analysis of NJSLA-Science results to identify focus standards and adjust instruction. - Walkthroughs and student work showing inquiry-based, hands-on learning aligned to NJSLS-S. - Documented scaffolds and subgroup growth during 3x per year data reviews.

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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, Joyce Kilmer Elementary School will develop and implement 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 support student achievement.	1. Use the building schedule and all available staff to provide targeted support to grade levels experiencing increased class sizes. 2. Develop grade-level action plans, as appropriate, and share plans with the Director of Elementary Education. 3. Monitor the capacity and effectiveness of identified supports and adjust staffing, scheduling, and resources as needed. 4. Collaborate with C&I, Special Education, Student Services, ESL, and NJTSS/MTSS to provide targeted professional learning and additional support. 5. Use quarterly formative and summative assessment data to evaluate the effectiveness of targeted supports and professional learning. 6. Provide periodic updates to families through one-way and two-way communication platforms.	Building Principal Classroom Teachers Literacy & Math Coaches Interventionists School Counselors Child Study Team Educational Assistants Special Education ESL Student Services & NJTSS/MTSS	By October 1: Develop and share grade-level action plans, as appropriate. October–May: Ongoing implementation and monitoring of identified supports. Quarterly: Review student data and enlist additional district-level support and professional learning as needed. June 2027: Evaluate overall effectiveness.	Beginning-, middle-, and end-of-year ELA universal screening data, including comparison to prior years. Eureka Math² formative and module assessment data. NJTSS/MTSS progress-monitoring and student intervention data. Documentation of staffing and instructional supports provided to impacted grade levels. Family communication and feedback demonstrating increased understanding and confidence in student support plans.

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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.

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
By June 2027, Joyce Kilmer Elementary School will strengthen its MTSS process so that at least 70% of students receiving Tier 2 or Tier 3 academic and/or behavioral interventions demonstrate measurable progress toward their identified goals, as measured by progress-monitoring and student performance data.	Use multiple data sources to identify students requiring additional academic or behavioral support and match interventions to identified needs. Establish consistent progress-monitoring cycles to evaluate student response to interventions. Adjust intervention intensity, frequency, or approach based on student response.	Administration MTSS Team Classroom Teachers Intervention Specialists	Beginning Sept. 2026; ongoing Every 6–8 weeks Throughout 2026–27	MTSS records, intervention plans, assessment and behavioral data Progress-monitoring data, DIBELS, Eureka assessments, behavior data 70%+ of students receiving Tier 2/3 interventions demonstrate measurable progress
By June 2027, Joyce Kilmer Elementary School will reduce the number of documented disciplinary actions by at least 5% compared to the 2025–26 baseline, with particular attention to students and grade levels demonstrating the highest rates of behavioral incidents.	Implement consistent schoolwide expectations through the Joyce Kilmer School Constitution and **WE ARE** language. Utilize daily Morning Meetings to strengthen classroom community and proactively address behavioral needs. Use restorative practices and targeted behavioral supports/interventions for identified students.	Administration School Counselors Classroom Teachers MTSS Team Educational Assistants	Monthly: Review discipline data and identify trends/areas of concern. Throughout 2026–27: Implement schoolwide expectations, Morning Meetings, restorative practices, and targeted interventions. Quarterly: Evaluate progress toward the 10% reduction goal and adjust supports.	Discipline/referral data Number of documented disciplinary actions Monthly and quarterly discipline trend data MTSS/behavior intervention records Comparison of 2025–26 and 2026–27 discipline data.

	Review discipline data regularly to identify trends by student, grade level, location, type of incident, and time of day. Provide targeted supports for students/grade levels demonstrating elevated behavioral needs.		June 2027: Compare final discipline data to the 2025–26 baseline.	
By June 2027, Joyce Kilmer Elementary School will increase opportunities for students with IEPs to successfully access instruction within the least restrictive educational environment, as demonstrated by an increase from the 2025–26 baseline in the percentage of instructional time students with IEPs participate successfully alongside their general education peers.	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, Special Education Teachers Principal, General & Special Education Teachers, CST	Sept.–Nov. 2026 Ongoing throughout 2026–27 Quarterly	LRE data, student schedules, IEP review data Collaboration records, classroom observations, IEP implementation data Increased percentage of time in LRE; academic progress; IEP goal progress; classroom performance data
By June 2027, Joyce Kilmer Elementary School will reduce the percentage of students identified as chronically absent by at least 5% compared to the 2025–26 school year baseline.	Review school-wide and individual student attendance data **monthly** to identify students who are chronically absent or at risk of becoming chronically absent. Implement timely family outreach and individualized attendance supports for identified students, following district protocols for written family notification at 4, 7, and 10 absences. Monitor the effectiveness of attendance interventions and adjust supports as needed. Monitor & Respond: Review school-wide and individual attendance data monthly to identify students who are chronically absent or at risk. Provide consistent family outreach when students are absent,	Administration School Counselors Classroom Teachers MTSS Team Main Office Staff	Monthly, October 2026–June 2027: Review attendance data and identify students requiring intervention and positive recognition. Ongoing: Implement and monitor family outreach and student supports. Share attendance resources via the school's weekly newsletter. June 2027: Compare chronic absenteeism rate to the 2025–26 baseline.	Monthly attendance reports; chronic absenteeism data; documentation of family outreach and interventions; percentage of students identified as chronically absent; comparison of 2025–26 and 2026–27 chronic absenteeism rates.

	including teacher contact and follow-up from the main office when needed. Communicate & Educate: Maintain a school-wide spotlight on the importance of regular attendance through weekly family newsletter communication and other school messaging. Recognize & Celebrate: Recognize students for outstanding and improved attendance during monthly Wildcat Rallies. Incentive Program: Implement periodic Surprise Attendance Days featuring positive, incentive-based opportunities that celebrate students for being present and reinforce the importance of regular attendance.			

STUDENT WELLNESS

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:

To ensure access to mental health, academic and behavioral support.

Goal 4b. By 2030, establish a comprehensive database to track information about students receiving academic, mental health, and behavioral support to enhance the availability and coordination of services provided to students.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, Joyce Kilmer Elementary School will establish and maintain a fully functioning Labor Management Collaborative (LMC) that meets monthly, includes representation from labor titles	1. Establish an LMC with representation from labor titles across the building. 2. Hold monthly meetings focused on identifying concerns, collaborative	Principal LMC Team Members	September 2026: Establish team and goals.	Monthly LMC meeting agendas/minutes; representation across labor titles; documentation of identified goals and action steps; evidence of progress or completion of at least two building-level

across the school, and collaboratively identifies and addresses at least two building-level goals that support school climate, collaboration, and/or organizational effectiveness.	problem-solving, and progress toward shared goals. 3. Identify and implement at least two building-level goals based on staff needs and monitor progress throughout the year.	Staff Representatives	October 2026–May 2027: Meet monthly and monitor progress. June 2027: Evaluate outcomes.	goals; staff feedback regarding collaboration and school climate.

By June 2027, Joyce Kilmer Elementary School will implement a consistent system for tracking students receiving academic, mental health, and behavioral supports to improve the coordination, monitoring, and effectiveness of student services.	1. Establish a centralized process for documenting academic, mental health, and behavioral supports. 2. Regularly review student support data to identify needs, gaps, and appropriate interventions. 3. Use student support meetings to coordinate services and monitor student progress.	Principal School Counselors CST Interventionist Teachers Student Support Team	September–October 2026: Establish tracking process. November 2026–May 2027: Review and update data regularly. June 2027: Evaluate effectiveness.	Student support database/tracking system; documentation of interventions and services; student support meeting records; progress-monitoring data; evidence that identified students are connected to appropriate supports and services.

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
By June 2027, Joyce Kilmer Elementary School will strengthen staff retention and workplace culture by increasing opportunities for collaboration, professional growth, recognition, and staff voice, as evidenced by improved staff feedback related to trust, support, and overall school climate.	1. Provide meaningful professional learning and collaborative opportunities aligned with staff needs and responsibilities. 2. Create regular opportunities for staff voice and feedback regarding school climate, professional needs, and building practices.	Principal LMC Team Teacher Leaders District Support Staff	September–October 2026: Identify staff needs and establish baseline feedback. Throughout 2026–27: Implement professional learning, staff feedback, recognition, and collaboration opportunities.	Staff climate/feedback survey results; participation in professional learning and collaborative activities; documentation of staff recognition and feedback opportunities; improved indicators of staff trust and support; staff retention data.

	3. Implement intentional staff recognition and team-building efforts that promote trust, collaboration, and a sense of belonging.		June 2027: Review staff feedback and retention data.	
By June 2027, Joyce Kilmer 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.	1. Gather staff input to identify professional learning needs by role and responsibility. 2. Develop and provide differentiated professional learning opportunities aligned with identified staff and student needs. 3. Evaluate the effectiveness of professional learning and use staff feedback and implementation data to guide future PD.	Principal Instructional Coaches Teacher Leaders District Support Staff	September–October 2026: Gather staff input and identify PD priorities. November 2026–May 2027: Implement differentiated professional learning. June 2027: Evaluate effectiveness and identify next steps.	Staff PD needs-assessment and feedback data; professional development agendas and participation records; evidence of implementation through classroom observations/walkthroughs; staff reflections; evidence of improved instructional practices aligned with identified PD goals.