CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
2026 - 2027

**STUDENT WELLNESS**

## Priority 1: ACADEMIC Achievement and Outcomes

### AIMS and GOALS:

**Increase each student's math proficiency by strengthening K-12 instructional practices.**

**Goal 1a:** By the end of the 2026-2027 school year, the percentage of students performing below grade-level expectations in mathematics, as measured by Teaching Strategies GOLD, will decrease by 10%, with progress tracked and assessed through benchmark and formative assessment data.

**Increase each student's literacy proficiency by strengthening K-12 instructional practices.**

**Goal 1b:** By the end of the 2026-2027 school year, the number of students performing below grade-level expectations in literacy, as measured by Teaching Strategies GOLD, will decrease by 10%, with progress tracked and assessed through benchmark and formative literacy data.

| SMART GOAL/ Major Activities | Key Actions | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness |
|---|---|---|---|---|
| Decrease the percentage of preschool students performing below grade-level expectations in math by 10% by the end of the 2026-2027 school year.<br><br>Decrease the number of preschool students performing below grade-level expectations in literacy by 10% by the end of the 2026-2027 school year. | Implement research-based math instruction, provide targeted small-group interventions, and use formative assessments to guide instruction.<br><br>Implement evidence-based literacy instruction, provide targeted small-group support, and use formative assessments to inform teaching. | Preschool teachers, instructional coach, and school principal. | Ongoing throughout the 2026-2027 school year, with checkpoint reviews at each checkpoint period. | Teaching Strategies GOLD data and progress-monitoring reports. |

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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, Preschool Intervention & Referral Services (PIRT) 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 disabilities 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 disabilities 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 percentage of preschool students whose needs are effectively supported through tiered programming, as measured by PIRT data, by 2030.<br><br>By 2030, reduce chronic absenteeism so PIRT data shows more students effectively supported through tiered programming.<br><br>Increase the percentage of time preschool students with disabilities meaningfully participate with peers in general education settings. | Implement tiered intervention strategies, provide professional development for staff on differentiated support, and monitor student progress regularly.<br><br>Send parent letters, make social worker phone calls, share resource guides, and include attendance reminders in weekly newsletters.<br><br>Implement consistent inclusive instructional practices and individualized supports that increase meaningful participation and independence for students with disabilities alongside their peers. | Preschool teachers, intervention specialists, PIRT team, and school administrators.<br><br>Preschool social worker, principal, teachers, and office staff.<br><br>Case managers, teachers, Special Education Supervisor, Related Services providers, and principal | Ongoing with annual reviews, culminating in 2030.<br><br>Ongoing throughout each school year with monthly attendance monitoring; full improvement by 2030. | PIRT data reports, progress monitoring records, and documentation of tiered intervention implementation.<br><br>Attendance records, PIRT data trends, copies of parent communications, and social worker support logs.<br><br>Data will demonstrate an increase in students with disabilities actively engaged with peers in general education settings. |

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## 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 4a.** 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 academic, mental health, and behavioral supports.**

**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 |
|---|---|---|---|---|
| Ensure the Malberg ECC LMC team is fully functioning, meets monthly, sets clear goals, and includes representatives from all preschool staff roles by 2030.<br><br>Increase the percentage of Malberg ECC students, parents, and staff reporting a positive school climate by 2030 through strengthened family partnerships, collaboration, and trust.<br><br>Implement a centralized system to track academic, behavioral, and social-emotional supports for preschool students and monitor student progress | Schedule monthly LMC meetings, provide training on collaborative goal-setting, and ensure participation from teachers, educational assistants, and support staff.<br><br>Strengthen PTA relationships, utilize preschool social workers and the Community Parent & Involvement Specialist (CPIS) to foster trust and collaboration, and offer more family workshops and engagement opportunities.<br><br>Strengthen systems for data tracking of support through PIRT and data collection through TPOT and ECERS. | Principal and LMC team members.<br><br>Principal, preschool social workers, CPIS, teachers, and PTA leadership.<br><br>Principal, Preschool Supervisor, Preschool Support Team, teachers | Ongoing, with monthly meetings during the school year, full implementation by 2030.<br><br>Ongoing throughout the school year with annual climate surveys and quarterly family engagement events; full implementation by 2030. | Meeting agendas and minutes, documented goals and outcomes, and records of staff participation from all preschool roles.<br><br>Annual school climate survey results, attendance and feedback from family workshops, documentation of PTA collaboration, and records of social worker/CPIS family outreach.<br><br>100% of students receiving targeted supports have documented interventions, progress-monitoring data, and coordinated follow-up. |

## Priority 5: STAFF RECRUITMENT & RETENTION

### AIMS and GOALS:

**To increase employee retention through fostering a supportive work environment.**

**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.

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

**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 2030, strengthen staff retention by fostering a culture of wellness, collaboration, and professional support through monthly wellness activities, PLCs, coaching, and professional learning.<br><br>By 2030, implement a staff-informed professional development framework that provides targeted learning aligned to the unique roles and needs of preschool staff. | Implement a year-long staff wellness and support initiative that includes monthly physical wellness activities, a wellness book study, daily PLCs, coaching, and targeted performance support.<br><br>Use staff feedback, student data, and classroom needs to develop differentiated professional learning, coaching, and job-embedded support throughout the school year. | Principal, Preschool Supervisor, Preschool Support Team, BCBA, Related Services, Case Managers, and Teachers | Ongoing throughout the 2026-2027 school year. | Improved staff retention rates, increased staff participation in wellness and professional learning activities, and positive staff feedback regarding collaboration, wellness, and access to professional support.<br><br>Staff feedback and professional learning data demonstrate increased relevance, application, and impact of professional development on classroom practice. |