CHERRY HILL PUBLIC SCHOOLS
Kingston Elementary School
SMART GOALS
2026 - 2027

STUDENT WELLNESS

Priority 1: ACADEMIC Achievement and Outcomes

Priority 1a

- Goal 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.

Priority 1b

- Goal 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 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.

Priority 1c

- Goal By 2030, the district will achieve a 5% increase in **Science** proficiency across grades 3-11 on state assessments for all students.
- Goal 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
1a. By June 2027, students in Grades K–5 will demonstrate measurable growth in mathematics, with the percentage of students meeting or exceeding grade-level expectations on district and/or state-aligned	-Relaunch the I&E block with clearly defined expectations, targeted student groupings, and aligned instructional resources to provide consistent opportunities for intervention, enrichment,	Building Principal LTC ELA & Math, All grade level Teachers, BSI's, counselor	September 2026 - June 2027	-State assessment results showing a 2% increase overall and at least 1% growth in targeted subgroups. -Growth on district benchmarks and common unit assessments. -Walkthrough/observation data showing stronger math practices (discourse, small

assessments increasing by at least 2 percentage points from baseline. **1b.** By June 2027, students in Grades K–5 will demonstrate measurable growth in literacy, with the percentage of students meeting or exceeding grade-level expectations on district and/or state-aligned ELA assessments increasing by at least 2 percentage points from baseline. **1c**.By June 2027, students in Grades 3–5 will demonstrate measurable growth in science achievement, with the percentage of students meeting or exceeding grade-level expectations on district and state-aligned science assessments increasing by at least 1 percentage point from baseline.	and extension based on student data. -Implement consistent use of high-quality math curriculum Eureka Math² with fidelity. -Establish and monitor student baselines and benchmarks using district and state-aligned assessments, DIBELS/mClass, Amplify CKLA, Eureka Math, writing samples, science assessments, and other common formative assessments. -Increase use of math discourse, problem-solving strategies, and engagement across grades 3–5. -Provide professional learning on using data to inform instruction based on curriculum assessment cycles. -Use walkthroughs and coaching feedback to ensure alignment with instructional practices. -Share progress with staff and celebrate gains to maintain momentum.			groups, scaffolds). -PLC notes documenting data use and instructional planning. -Progress monitoring from Title I/MTSS math groups. -Three data reviews per year with documented action steps. -Disaggregated reports showing subgroup progress. -Participation in experiential learning

	Provide ongoing professional learning and coaching focused on effective literacy, mathematics, science, differentiation, student engagement, and data-driven instruction. Counselor will collaborate with teachers to create opportunities for experiential learning and community experiences that are linked to classroom learning or student interests.			

STUDENT WELLNESS

Priority 2: CLIMATE & FAMILY ENGAGEMENT

AIMS and GOALS: Maximize the utilization of district resources by effectively balancing student enrollment at the elementary level.

Priority 2b

- Goal 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
2b. By 2030, Cherry Hill Public Schools will ensure that schools	Create grade-level action plans to address increased class sizes (as	Building Principal	The plan will	Grade-level beginning, middle and

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.	appropriate). Share the plan with the Director of Elementary Education. The plan will consist of the following information: I. Use the building schedule and all available staff to provide targeted supports for grade-level sections that have increases in class size. II. Monitor the capacity and effectiveness of supports III. Enlist the support of C&I, Special Education, Student Services, ESL, NJTSS/MTSS to provide ongoing professional development IV. Use quarterly formative and summative student assessment measures to evaluate the effectiveness of the targeted supports and professional learning. V. Provide periodic updates for families using one-way and two-way communication platforms.	Classroom teachers Literacy Teacher Coaches, Math Coaches, Interventionists, School Counselor, Child Study Team member, Educational Assistants Director of Elementary Education Office of the Director of Elementary Education, Special Education, ESL, C&I, Student Services	be shared by October 1st Ongoing monitoring of the plan elements will be from October to May Enlisting support from external offices will take place every quarter	end-of-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.

STUDENT WELLNESS

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.

Priority 3a

- Goal 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.

Priority 3b

- Goal 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
3a: By June 2027 adjustments will be made to the MTSS system and protocols to ensure that academic, social-emotional, and behavioral supports are aligned to student needs. Strengthen Tier I instruction, intensify and monitor Tier II/III interventions, and implement data-driven cycles of review to provide consistent, equitable support.	-Redesign MTSS protocols to align with best practices, ensuring clarity in referral, progress monitoring, and exit criteria. Use multiple data sources, including DIBELS/mClass, district assessments, classroom data, attendance, behavior, intervention data, and IEP progress, to identify student needs and monitor growth -Train all staff in updated MTSS expectations, including Tier I classroom responsibilities and intervention documentation. -Establish clear expectations for Tier I fidelity supported by	Building Principal LTC ELA & Math, All grade level Teachers, BSI's, counselor	September 2026 - June 2027	Increased percentage of students meeting or exceeding benchmarks in mCLASS, math benchmarks, and NJSLA. Reduction in number of students requiring Tier III interventions, with more needs met at Tiers I and II. Walkthrough and observation data showing Tier I instruction aligned to best practices. MTSS documentation reflecting interventions matched by intensity and duration with consistent tracking. Positive feedback from staff, students, and families on the alignment and

	walkthroughs, coaching, and feedback. -Conduct 3x per year data reviews (fall, winter, spring) using multiple measures (mCLASS, benchmark data, NJSLA, classroom assessments, SEL screeners). -Use data to place students into appropriate tiers and identify priority standards for academic focus.			effectiveness of supports. Decrease major behavior incidents and show improved student regulation through SEL supports. We will measure progress quarterly using attendance data from the student information system.
3b By June 2027 student data will reflect an increase in the percentage of time students with IEPs engage and succeed in less restrictive educational environments.	**Collaboration & Communication** With case manager, related service providers and staff to facilitate least restrictive environments (LRE) for ASD students.	**Building Principal, Case Manager, Related Services, Classroom Teachers** Will review LLD student data to establish rules for students taking advantage of LRE.	**Monthly starting in October 2026-May 2027**	**Comparison/contrast with 2025-2026 LRE rates for LLD students versus 2026-2027 LRE rates**

Chronic Absenteeism: By June 2027, Kingston Elementary will reduce the percentage of students who are chronically absent (missing 10% or more of school days) from 14% to 12%, as measured by the New Jersey School Performance Report, through early monitoring and family engagement.	**Key Actions – Attendance Plan** ● **Monitor attendance data weekly** to identify students approaching chronic absentee thresholds. ● **Implement district protocol letters and notifications** at 4, 7, and 10 unexcused absences. ● **Conduct Tier 2 student check-ins** and small-group meetings for students with emerging attendance issues. ● **Engage families early** to identify barriers (transportation, health, scheduling) and connect them with supports. ● **Document all outreach and interventions** in alignment with district requirements. ● **Recognize and celebrate improved attendance** through schoolwide incentives (class shout-outs, certificates). ● **Collaborate with community partners** (PerformCare, social	Attendance:.As part of the attendance plan, Ms. Hart, our school counselor, will monitor weekly attendance data, conduct student and family check-ins, and coordinate tiered supports in alignment with district protocols to reduce chronic absenteeism.	**Weekly attendance monitoring from September 2026-June 2027**	**Evidence of Effectiveness – Chronic Absenteeism** 1. **Data Tracking** ○ Attendance rates will be monitored monthly, with progress shared in school leadership meetings. A reduction in the chronic absentee rate (from **14% to 12% or less**) by Spring 2027 will serve as direct evidence of intervention success. 2. **Student-Level Outcomes** ○ Students identified for Tier 2 or Tier 3 support will show improved attendance, with at least **50% of those students reducing absences by 3 or more days** compared to the prior year. 3. **Family & Engagement Indicators** ○ Increased family participation in attendance meetings and consistent documentation of

	services, health agencies) for students with significant barriers. • **Report progress to the district attendance team** and share updates at school leadership meetings.			interventions (letters, calls, conferences) will demonstrate that supports are being implemented with fidelity.

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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.

Priority 4ai.

- Goal 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.

Priority 4b.

- Goal 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
4a. By June 2027, Kingston will continue to utilize the Labor Management Collaborative (LMC) team for building climate and culture decisions. 4b.By June 2027, Kingston Elementary School will strengthen its MTSS data-tracking system to document and monitor the academic, mental health, and behavioral supports students receive, improving the	-Meet monthly -Includes representatives from all labor titles within the building. -Implement building-wide initiatives that promote physical and emotional safety (restorative practices, SEL integration, recognition programs). -Host Family and curriculum nights, and workshops that promote	Principal LMC Counselor MTSS Team	September 2026 - June 2027	Progress will be monitored through submission of monthly meeting agendas, minutes, and goal progress updates to district leadership Share updates with staff to maintain transparency and build trust.

coordination of services and supporting timely, data-informed decisions.	collaboration between home and school. Utilize best practices to create and track all interventions through MTSS using strong progress monitoring			

Priority 5: STAFF RECRUITMENT & RETENTION

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

Priority 5b.

- Goal 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.

Priority 5c.

- Goal 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
5b. By June 2027, we will increase employee retention by creating a supportive work environment characterized by trust, collaboration, and high levels of support.				

5c. By June 2027, we will gather data to develop a professional development (PD) framework that is collaboratively designed with staff through the LMC to align training with the unique needs of their roles.	Provide Ongoing Coaching & Support At least LMC goal-driven PD sessions delivered during the school year. Monitor & Gather Feedback Track participation and engagement rates. Celebrate & Share Growth Highlight teacher successes in staff meetings and updates.	Principal LTC	September 2026 - June 2027	A staff satisfaction survey showing 75% positive ratings regarding the relevance and effectiveness of professional development compared to the previous year.