CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
KNIGHT ELEMENTARY
2026 - 2027

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.

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
1. Increase overall math proficiency by 2% for all students in grades 4-5 on NJSLA. 2. Increase overall math proficiency for students with IEPs (grades 4-5) by 1%.	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. Pilot Math MClass with 4th Grade	Principal Coach Teachers	**Full implementation by June 2026** **Data reviews three times per year**: December 26, March 27 June 2027	**Student Achievement Data** -State assessment results showing a 2% increase overall and at least 1% growth with IEP students. -Progress monitoring from MTSS math groups. -Three data reviews per year with documented action steps.

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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 1. Increase overall ELA proficiency by 2% for all students in grades 4 & 5 on NJSLA. 2. Increase overall ELA proficiency for students with IEPs (grades 4-5) by 1%.	**Strengthen Core Instruction (CKLA ELA)** -Implement CKLA ELA curriculum with fidelity across all grades. -Emphasize foundational skills (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. **Targeted Interventions** -Use mCLASS data (DIBELS, Maze, and benchmarks) to identify students for Tier II/III literacy support. **Professional Development & PLCs** -Provide PD on CKLA implementation and effective writing instruction. -Use PLCs to analyze mCLASS and benchmark data, and to identify specific standards to target based on NJSLA results. -Facilitate peer observations and coaching cycles centered on	Building Principal Coach MTSS Intervention Team Grade Level Teams	**Data reviews three times per year**: December 26, March 2027, and June 2027	**Student Achievement Data** ● Growth on mCLASS measures (DIBELS, Maze) across all grades. ○ 90% of K, 1, and 2 students will meet/exceed benchmark ● State assessment results showing a 2% increase overall and at least 1% growth with IEP students.

	CKLA delivery, writing instruction, and literacy best practices. -Building Focus and PD for Element 3: Closing Achievement Gap **Data-Driven Monitoring** **-**Conduct 3x per year data review cycles using mCLASS (DIBELS, Maze) and benchmark assessments to track growth. -Disaggregate results to monitor subgroup performance (IEP) -Use NJSLA and benchmark analysis to identify priority standards and drive instructional adjustments.			

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Improve student science proficiency by strengthening K-12 instructional practices Increase the percentage of grade 5 students meeting or exceeding expectations on the NJSLA-Science by 2%. IEP—will increase by at least 1%.	**Collaboration & Monitoring** -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. Work with K-5 supervisor on understanding units of study and PLC supports for science	Principal Grades Level Teams (gr. 1-5)	**Data reviews three times per year**: December 26, March 2027 June 2027	**Student Achievement Data** **-**Growth on Gr. 5 NJSLA-Science, with overall proficiency up 2% and at least 1% gain with IEP students. -Classroom and benchmark data showing progress on NJSLS-S standards.

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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, Knight 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 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
Goal 3a: By June 2027, Knight 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.	1. Use multiple data sources to identify students requiring additional academic or behavioral support and match interventions to identified needs. 2. Establish consistent progress-monitoring cycles to evaluate student response to interventions. 3. Adjust intervention intensity, frequency, or approach based on student response.	Administration MTSS Team Classroom Teachers Intervention Specialists	1. Beginning Sept. 2026; ongoing 2. Every 6–8 weeks 3. Throughout 2026–27	1. MTSS records, intervention plans, assessment and behavioral data 2. Progress-monitoring data, DIBELS, Eureka assessments, behavior data 3. 70%+ of students receiving Tier 2/3 interventions demonstrate measurable progress
Goal 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**	**Building Principal, Case Manager, Related Services, Classroom Teachers**	**Monthly starting in October 2026-May**	**Comparison/contrast with 2025-2026 LRE rates for LLD students versus 2026-2027 LRE rates**

	With case manager, related service providers and staff to facilitate least restrictive environments (LRE) for LLD students.	Will review LLD student data to establish rules for students taking advantage of LRE.	**2027**	
Chronic Absenteeism: By June 2027, Knight 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. ● **Hold Tier 3 family conferences** with the Assistant Principal and School Counselor for students identified as chronically absent. ● **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 services, health agencies) for students	Administration MTSS Team Classroom Teachers Intervention Specialists Attendance:.As part of the attendance plan, Mrs. Rickansrud, 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.	**Monthly starting in October 2026-May 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 interventions (letters, calls, conferences) will demonstrate that supports are being implemented with fidelity.

	with significant barriers. ● **Report progress to the district attendance team** and share updates at school leadership meetings.			

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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 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
Goal 4ai: Knight Elementary will sustain a fully functioning Labor Management Collaborative (LMC) team that meets monthly, includes representatives from all labor titles, and sets and achieves clear, measurable goals aligned to the School Improvement Plan. 1. Purple Cow Excellence Award 2. VIBE Tribe 3. Additional adult support during recess (Supervision & Clubs)	1. Establish an LMC with representation from labor titles across the building. 2. Hold monthly meetings focused on identifying concerns, collaborative 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.	Principal LMC Team Members Staff Representatives	September 2026: Establish team and goals. October 2026–May 2027: Meet monthly and monitor progress. June 2027: Evaluate outcomes.	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 goals; staff feedback regarding collaboration and school climate.
By June 2027, Knight 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	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.

		Student Support Team		

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, Knight 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. 3. Implement intentional staff recognition and team-building efforts that promote trust, collaboration, and a sense of belonging.	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. June 2027: Review staff feedback and retention data.	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.
By June 2027, Knight 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.	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.

			June 2027: Evaluate effectiveness and identify next steps.	