CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
2026 - 2027

Priority 1: Academic Achievement and Outcomes

DISTRICT AIMS and GOALS:

Increase each student's math proficiency by strengthening K-12 instructional practices.
Goal 1ai. 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 1aii. 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 1bi. 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 2bii. 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 2ci. By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments 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 science skills.

Increase the percentage of students accessing experiential learning opportunities.
Goal 1d: By 2030, 50% of all Cherry Hill graduates with an interest in experiential learning during their senior year will have an opportunity to participate in one aligned to their post- secondary interests.

Increase the percentage of students able to identify a potential college and/or career pathway.
By 2030, 80% of all K-12 students will be able to identify career or college opportunities aligned to their interests and personal profiles.

SCHOOL SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, at least 70% of Woodcrest students in Grades K-5 will meet or exceed their expected growth target on district math measures. At least 60% of identified Grades 3-5 students who begin the year just below proficiency will reach proficiency on the spring district benchmark.	• Use fall screening and benchmark data to identify priority skills and students just below proficiency. • Provide explicit fact-fluency instruction and regular cumulative practice using district-approved tools. • Use daily PLCs and MTSS cycles to plan targeted small-group instruction, monitor progress, and adjust support. • Engage the math coach and district resources to strengthen Eureka Math Squared implementation.	Principal; classroom and special education teachers; math coach; interventionists; MTSS team	Identify students by October 2026; monitor every 6-8 weeks; midyear review in February 2027; final review by June 2027	- District math screeners and benchmarks - Eureka Math Squared formative assessments - Fact-fluency progress data - MTSS plans and progress-monitoring records - Grades 3-5 proficiency movement
By June 2027, at least 70% of Woodcrest students in Grades K-5 will meet or exceed expected growth on district literacy measures. At least 60% of students receiving targeted literacy intervention will meet their documented MTSS goal or advance at least one locally defined performance level.	• Use DIBELS, Amplify CKLA, writing samples, and classroom data to identify priority skills and students. • Partner with the Literacy Teacher Coach to plan targeted instruction and model evidence-based practices. • Implement explicit instruction in the writing process, including extended responses supported with text evidence.	Principal; classroom and special education teachers; Literacy Teacher Coach; interventionists; MTSS team	Baseline by October 2026; progress monitoring every 6-8 weeks; writing reviews each trimester; final review by June 2027	- DIBELS and district literacy benchmarks - Amplify CKLA assessments - Common writing samples and rubric scores - Coaching and PLC artifacts - MTSS progress-monitoring records

	• Use PLC and MTSS cycles to review progress and adjust intervention; offer reading-buddy experiences to increase authentic reading practice.			
By June 2027, every grade level will implement at least three standards-aligned, hands-on science investigations, and all students will participate in a schoolwide science or STEAM experience. At least 80% of students will demonstrate mastery or growth on grade-level science performance tasks.	• Map investigations to the K-5 New Jersey Student Learning Standards for Science. • Reestablish a schoolwide Science Day, STEAM event, or student showcase with community or high-school partners. • Use inquiry, discussion, and written scientific explanations during science instruction. • Develop or select a common grade-level performance task and review results in PLCs.	Principal; grade-level teams; special-area teachers; science or STEAM planning team; community and secondary-school partners	Plan by December 2026; one investigation each trimester; schoolwide experience by May 2027; final data review by June 2027	- Grade-level science plans - Student work and performance-task rubrics - Event participation records - Student reflections or exit assessments - PLC review notes

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Priority 2: Operational Excellence

DISTRICT 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.

SCHOOL SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By October 16, 2026, Woodcrest will implement a grade-level support plan for sections affected by increased class size. The plan will be reviewed quarterly, and by June 2027 at least 70% of students in identified sections will meet expected growth on district ELA and math measures while engagement indicators remain stable or improve.	• Use the master schedule and all available staff to provide targeted instructional and behavioral support. • Document grade-level needs, assigned supports, intended outcomes, and family-communication strategies. • Review support capacity and effectiveness quarterly with district offices and revise allocations when indicated. • Provide families with periodic one-way updates and opportunities for two-way communication.	Principal; classroom teachers; coaches; interventionists; counselor; Child Study Team; educational assistants; Director of Elementary Education and district offices	Plan shared by October 16, 2026; quarterly reviews October-May; final evaluation by June 2027	- Written grade-level support plan - Staffing and schedule records - ELA and math growth data - Engagement and behavior indicators - Quarterly review notes - Family communication and feedback

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Priority 3: Aligning Student Supports to Mirror Student Needs

DISTRICT 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.

SCHOOL SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, 100% of students receiving Tier 2 or Tier 3 support will have a documented, skill-specific plan with progress monitoring reviewed at least every 6-8 instructional weeks. At least 70% will meet the documented goal, demonstrate a positive rate of improvement, or receive a timely, data-based change in support.	• Standardize MTSS referral, goal-setting, intervention, and progress-monitoring expectations. • Assign MTSS team members to check in between formal meetings and help teams adjust supports. • Create a shared staff toolbox of academic and behavioral strategies organized by student need. • Use PLC time to analyze universal screening and intervention data and coordinate services.	Principal; MTSS coordinator and team; classroom and special education teachers; interventionists; coaches; counselor; Child Study Team	Procedures and toolbox by October 2026; reviews every 6-8 weeks; schoolwide data reviews three times yearly; final evaluation by June 2027	- MTSS plans and fidelity checks - Progress-monitoring graphs - Meeting and check-in records - Rates of goal attainment, improvement, or timely plan revision - Shared toolbox usage
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.	• Provide concise, role-specific coaching for classroom, special-area, and educational-assistant staff. • Use the IncludED committee and PTA inclusion leadership to review school events and recommend sensory-friendly options. • Plan inclusive Shark Squad, assembly, Autism Acceptance Month, and community experiences. • Review participation data and barriers with special education staff and families, then adjust supports.	Principal; special education teachers; Child Study Team; related-service providers; general education and special-area staff; IncludED committee; PTA	Initial guidance by October 2026; event and lesson reviews throughout the year; quarterly participation review; final evaluation by June 2027	- Training attendance and resources - Walkthrough and lesson-review data - Participation records - IEP implementation evidence - Event accessibility checklists - Student, staff, and family feedback

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Priority 4: Climate & Family Engagement

DISTRICT 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.

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.

SCHOOL SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
During 2026-2027, the Woodcrest LMC will meet at least monthly with representation from all building labor titles, establish three measurable annual goals, and document progress at each meeting. By June 2027, at least 80% of planned milestones will be completed or advanced with a documented next step.	• Publish an annual meeting calendar and maintain open monthly opportunities for staff input. • Use agendas, minutes, and action logs to assign ownership and monitor milestones. • Share concise LMC updates with all staff and invite two-way feedback. • Review progress at midyear and year-end and adjust goals collaboratively.	Principal; LMC co-leads and representatives; CHEA building representatives; staff contributors	Membership and goals by October 2026; monthly meetings September-June; midyear review January 2027; final review June 2027	- Representative membership roster - Meeting calendar, agendas, minutes, and action logs - Staff updates and feedback - Goal milestone completion rate
By June 2027, 100% of students receiving school-based academic, mental-health, or behavioral intervention will be entered in the district-approved tracking system within five school days of plan initiation and reviewed on the established cycle. At least 80% will show progress toward the documented outcome or receive a timely adjustment in service.	• Establish common procedures for referral, consent when required, data entry, service coordination, and progress review. • Conduct monthly cross-disciplinary reviews to identify gaps, duplication, and next steps. • Coordinate Shark Squads and other SEL supports with identified schoolwide needs. • Provide families with clear information about available supports and how to access them.	Principal; counselor; MTSS team; interventionists; classroom and special education teachers; Child Study Team; related-service providers	Procedures by October 2026; data entry within five school days; monthly coordination; quarterly progress reviews; final analysis June 2027	- District tracking-system completeness and timeliness - Service and progress-monitoring records - Monthly coordination notes - Percentage showing progress or timely adjustment - Family information and feedback

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Priority 5: Staff Recruitment & Retention

DISTRICT AIMS and GOALS:

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.

SCHOOL SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, Woodcrest will implement quarterly staff feedback cycles and at least one monthly connection, recognition, or wellness opportunity. At least 70% of staff will participate in each feedback cycle, and favorable responses related to trust, collaboration, and support will improve by at least five percentage points from the fall baseline or remain at 85% or higher.	• Administer brief fall, winter, and spring pulse surveys and offer confidential follow-up opportunities. • Use WIN Wednesdays and PLC structures for staff support, problem solving, and access to resources. • Partner with staff committees to coordinate team-building, recognition, breakfasts, and wellness activities. • Share themes and responsive actions after each feedback cycle.	Principal; LMC; PLC coordinators; team-building or climate committee; all staff	Baseline by October 2026; monthly activities; pulse reviews in January and May 2027; final analysis by June 2027	- Survey participation and favorable-response trends - Action summaries tied to feedback - Participation in connection, recognition, and wellness activities - Staff retention and climate data
By June 2027, Woodcrest will use staff input to provide at least four role-aligned professional-learning opportunities. At least 85% of the intended staff audience will participate, at least 80% will rate the learning relevant and usable, and follow-up evidence will show implementation in practice.	• Conduct a needs assessment that distinguishes classroom, special-area, special education, educational-assistant, and student-services roles. • Co-plan learning with the LMC, PLC coordinators, coaches, and teacher leaders. • Prioritize Zones of Regulation, MTSS, inclusive practices, family communication, and other needs identified by staff and student data. • Use book clubs, peer-led sessions, coaching, and follow-up PLC reflection to support application.	Principal; LMC; PLC coordinators; coaches; teacher leaders; counselor; Child Study Team; district content offices	Needs assessment by October 2026; learning opportunities November-May; follow-up within 6-8 weeks of each session; evaluation by June 2027	- Needs-assessment results and co-planning artifacts - Professional-learning calendar and attendance - Relevance and usability feedback - PLC reflections, coaching records, walkthroughs, or work samples showing implementation