# CHERRY HILL PUBLIC SCHOOLS
# SMART GOALS
# 2026 - 2027
# Stockton Elementary School

**STUDENT WELLNESS**

## Priority 1: ACADEMIC Achievement and Outcomes

### AIMS and GOALS:

**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.**

**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.

| SMART GOAL/ Major Activities | Key Actions | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness |
|---|---|---|---|---|
| **Goal1bi and Goal 1bii**<br><br>**By June 2027, at least 75% of students in K-5 will meet or exceed their math district benchmark assessments and/or math state assessments.**<br>**At least 70% of students identified in grades 4-5 as approaching proficient will achieve proficiency on the math state assessments.** | --Use baseline data to determine gaps for all students as they begin each unit<br><br>-Provide targeted small group instruction during the I&E block to meet the needs of our students. | **Building Principal**<br><br>-Communicate and ensure that<br>• Pacing Guides and lesson plans are aligned<br>• mandated assessments are completed in a timely manner<br>• Provide PLC times for Data disaggregation, Grade level/band time with Math Coach. | June 2027<br><br>Data reviews three times per year: December 2026, March 2027, June 2027 | **Student Achievement Data**<br>-State assessment results showing at least 75% of students meeting or exceeding benchmark or NJSLA assessments.<br><br>-70% of identified students in grades 4-5 achieving proficiency on NJSLA<br><br>-**Instructional Practice** |

| | | | | |
|---|---|---|---|---|
| | -Use MTSS to further meet the needs of our students' academic and SEL needs.<br><br>-Use PLC time to analyze math data, adjust instruction, and share effective strategies. | - Allocate resources (time, PD, staffing) for I&E implementation.<br>-conduct walkthroughs<br><br>**Math Coach**<br>- Lead PD sessions on best practices in Math.<br>Model instructional practices and support coaching cycles.<br><br>**MTSS Team**<br>- Share student performance data to guide PD priorities.<br>- Provide staff with Tier 2 instructional strategies<br>-Collect data on the effectiveness of Tier 2 strategies.<br><br>**Teachers**<br>- Actively participate in PD and coaching cycles.<br>- Implement learned strategies in classroom practice.<br>- Provide feedback on PD effectiveness and student impact.<br>-Communicate PD needs to building admin and/or Supervisor | | -Intentional grouping of students during I&E by utilizing data<br><br>-PLC notes documenting data use and instructional planning.<br><br>**Interventions & Supports**<br><br>-Progress monitoring from MTSS Tier 2 &3 math groups.<br><br>**Monitoring & Accountability**<br><br>-Three data reviews per year with documented action steps.<br><br>-Disaggregated reports showing student progress |

# CHERRY HILL PUBLIC SCHOOLS
# SMART GOALS
# 2026 - 2027
# Stockton Elementary School

| SMART GOAL/ Major Activities | Key Actions | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness |
|---|---|---|---|---|
| **<u>Goal 1ci and 2cii</u>**<br><br>**By June 2027, at least 75% of students in K-5 will meet or exceed their ELA district benchmark assessments and/or ELA state assessments.**<br>**At least 70% of students identified in grades 4-5 as approaching proficient will achieve proficiency on the ELA state assessments.** | -Integrate the use of various district approved resources/ programs to meet the individual needs of students.<br><br>Use baseline data to determine gaps for all students as they begin each unit<br><br>-Provide targeted small group instruction during the I&E block to meet the needs of our students.<br><br>-Use MTSS to further meet the needs of our students' academic and SEL needs.<br><br>-Use PLC time to analyze ELA data, adjust instruction, and share effective strategies. | **Building Principal**<br>-Communicate and ensure that<br>• Pacing Guides and lesson plans are aligned<br>• mandated assessments are completed in a timely manner<br>• Provide PLC times for Data disaggregation, Grade level/band time with Math Coach.<br>- Allocate resources (time, PD, staffing) for I&E implementation.<br>-conduct walkthroughs<br>**Literacy Coach**<br>- Lead PD sessions on best practices in ELA.<br>Model instructional practices and support coaching cycles.<br>**MTSS Team**<br>- Share student performance data to guide PD priorities.<br>- Provide staff with Tier 2 instructional strategies<br>-Collect data on the effectiveness of Tier 2 strategies.<br>**Teachers**<br>- Actively participate in PD and coaching cycles.<br>- Implement learned strategies in classroom practice.<br>- Provide feedback on PD effectiveness and student impact.<br>-Communicate PD needs to building admin and/or Supervisor | **June 2027**<br><br>**Data reviews three times per year**: Data reviews three times per year: October 2026, January 2027 and June 2027 | **Student Achievement Data**<br>-State assessment results showing at least 75% of students meeting or exceeding benchmark or NJSLA assessments.<br><br>-70% of identified students in grades 4-5 achieving proficiency on NJSLA<br><br>-**Instructional Practice**<br><br>-Intentional grouping of students during I&E by utilizing data<br><br>-PLC notes documenting data use and instructional planning.<br><br>**Interventions & Supports**<br><br>-Progress monitoring from MTSS Tier 2 &3 ELA groups.<br><br>**Monitoring & Accountability**<br><br>-Three data reviews per year with documented action steps.<br><br>-Disaggregated reports showing student progress |

**CHERRY HILL PUBLIC SCHOOLS**
**SMART GOALS**
**2026 - 2027**
**Stockton Elementary School**

| | | | | |
|---|---|---|---|---|

| SMART GOAL/ Major Activities | Key Actions | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness |
|---|---|---|---|---|
| **<u>Goal 2di and 2aii</u>**<br>**By June 2027, we will Increase the percentage of grade 5 students meeting or exceeding expectations on the NJSLA-Science by 2%. Each subgroup— Students with IEPs, and Free/Reduced Lunch students—will each increase by at least 1%. At least 75% of students in K-5 will meet or exceed scores on science assessments** | Align instruction to the New Jersey Student Learning Standards for Science (NJSLS-S) with a focus on inquiry, hands-on investigations, and scientific practices.<br><br>-Integrate literacy (reading informational texts, writing explanations) and math skills (data collection, graphing, analysis) into science lessons.<br><br>-Unpack NJSLA-Science results to identify priority standards and areas of weakness.<br><br>-Encourage students to explain their reasoning through evidence-based discussions and written responses. | **Building Principal**<br>-Communicate and ensure that<br>• Pacing Guides and lesson plans are aligned<br>• mandated assessments are completed in a timely manner<br>• Provide PLC times for Data disaggregation, Grade level/band time with Math Coach.<br>- Allocate resources (time, PD, staffing) for I&E implementation.<br>-Formally and informally observe science instruction in the building.<br><br>**Classroom Teachers (Grades K–5)**<br><br>-Deliver NJSLS-aligned science instruction with inquiry-based practices.<br><br>-Analyze classroom assessments, benchmarks, and NJSLA results to identify areas of need.<br><br>Provide targeted support and scaffolds for Students with IEPs, and Free/Reduced Lunch students. | **June 2027**<br><br>**Data reviews three times per year**: October 2026, January 2027 and June 2027 | **Student Achievement Data**<br><br>**-**Growth on NJSLA-Science, with overall proficiency up 2% and at least 1% gain in each subgroup.<br><br>-Classroom and benchmark data showing progress on NJSLS-S standards.<br><br>**Instructional Practice**<br>**-**Walkthroughs and student work showing inquiry-based, hands-on learning aligned to NJSLS-S.<br><br>**Monitoring & Accountability**<br>**-**Analysis of NJSLA-Science results to identify focus standards and adjust instruction. |

**CHERRY HILL PUBLIC SCHOOLS**
**SMART GOALS**
**2026 - 2027**
**Stockton Elementary School**

| | | | | |
|---|---|---|---|---|
| | | | | |

**STUDENT WELLNESS**

## 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 |
|---|---|---|---|---|
| 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. | Create grade-level action plans to address increased class sizes (as appropriate). Share the plan with the Director of Elementary Education. The plan will consist of the following information:<br>Use the building schedule and all available staff to provide targeted supports for grade-level sections that have increases in class size.<br>Monitor the capacity and effectiveness of supports<br>Enlist the support of C&I, Special Education, Student Services, ESL, NJTSS/MTSS to provide ongoing professional development<br>Use quarterly formative and summative student assessment measures to evaluate the effectiveness of the targeted supports and professional learning.<br>Provide periodic updates for families using one-way and two-way communication platforms. | Building Principal<br><br>Classroom teachers<br><br>Literacy Teacher Coaches, Math Coaches, Interventionists, School Counselor, Child Study Team member, Educational Assistants<br><br>Director of Elementary Education<br><br>Office of the Director of Elementary Education, Special Education, ESL, C&I, Student Services | The plan will be shared by October 1st<br><br>Ongoing monitoring of the plan elements will be from October to May<br><br>Enlisting support from external offices will take place every quarter | Grade-level beginning, middle, and end-of-year ELA Universal Screening data as compared to the two preceding years.<br><br>Eureka Math Squared Formative Assessment evaluation<br><br>NJTSS/MTSS student evaluations<br><br>Two-way communication with families. Increased confidence in support plans as voiced by families. |

**CHERRY HILL PUBLIC SCHOOLS**
**SMART GOALS**
**2026 - 2027**
**Stockton Elementary School**

| 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.**

**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, 100% of students within the MTSS process will have received and implemented achievable SMART goals with progress monitoring data every 6-8 weeks that will inform next steps.** | -Systemize MTSS protocols to refer students to the MTSS process, progress monitoring, and exit criteria.<br><br>-Establish clear expectations for Tier 2 fidelity<br><br>-Provide Tier 1 SEL and behavior support (restorative practices, counseling groups, behavior plans) for students by providing calm-down spaces, teaching the Second Step Lessons, and engaging in restorative practices.<br><br>-Work to support students and families with 10 or more absences to avoid chronic absenteeism.<br><br>-Track subgroup progress ( Students with IEPs, Free/Reduced Lunch) to ensure equity in access and outcomes.<br><br>**Professional Development** | **Building Principal**<br>Provide leadership by streamlining processes so they are better aligned to district goals<br><br>**Academic Coaches**<br>Monitor building benchmark data and support data analysis during PLCs.<br>Provide coaching on effective progress monitoring strategies.<br><br>**MTSS Team:**<br>Coordinate MTSS Meeting Dates and Intervention Cycles,<br><br>-Document interventions, and oversee progress monitoring.<br><br>**Classroom Teachers:**<br>Implement Tier I best | **September –October 2026:**<br>Revise MTSS protocols and train staff.<br>**MTSS REview Cycles:**<br>October 2026<br>January 2027<br>April 2027<br>June 2027 (end of year review) | **Tiered Support Impact:**<br>Reduction in number of students requiring Tier III interventions, with more needs met at Tiers I and II.<br><br>**Fidelity of Instruction:**<br>Walkthrough and observation data showing Tier I instruction aligned to best practices.<br><br>**Progress Monitoring:** MTSS documentation reflecting interventions matched by intensity and duration with consistent tracking.<br><br>**SEL/Behavior Outcomes:**<br>Decrease in major behavior incidents and evidence of improved student regulation |

| | | | | |
|---|---|---|---|---|
| | -Provide training for staff in data analysis to group students and target instruction.<br><br>Provide PD on the district's absenteeism policies and support.<br><br>-Embed PD into PLCs focused on data analysis, student case studies, and intervention planning.<br><br>-Hold MTSS Intervention Team meetings (admin, teachers, interventionists, counselors) to review progress and adjust support.<br><br>-Communicate with families about student progress, interventions, and strategies for home reinforcement. | practices, collect ongoing data.<br>Establish I&E to target needs of students<br>Deliver Tier II interventions and collaborate with the team.<br><br>**Counselors/Support Staff:** Provide SEL interventions, chronic absenteeism supports, behavior supports, and connect families to external services when needed | **September 2026 – June 2027:** Implement interventions (academic & SEL/behavioral) and hold monthly MTSS team meetings. | through SEL supports.<br><br>**Equity Measures:** Subgroup data ( IEPs, Free/Reduced Lunch) showing at least 1% growth in students effectively supported.<br><br>**Stakeholder Feedback:** Positive feedback from staff, students, and families on the alignment and effectiveness of supports. |
| **SMART GOAL/ Major Activities** | **Key Actions** | **Who is Responsible** | **Target Date or Timeline** | **Evidence of Effectiveness** |
| **By June 2027, 100% of Staff housed at Stockton who are responsible for IEPs and 504s will receive guidance/training on inclusive practices. At least 90% of students with an IEP or 504 will have documented shared experiences within their Gen Ed Peers throughout the year.** | Schedule integrated time with Gen. Ed Peers for shared experiences - Lunch, Recess, Assemblies, Visiting and collaborating with Grade level peers on learning projects and other experiences.<br><br>Work to increase inclusivity within the school by celebrating neurodivergence and learning about different ways that we all work and think.<br><br>Normalize using fidgets and other sensory items to regulate emotions by providing calming spaces in the school that are accessible to all students. | **Building Principal:**<br>Provide time in the schedule for students to have shared experiences with their grade level peers.<br>Find and schedule appropriate PD for Staff on Assistive Technology<br>**Access and Opportunity Community**<br>Work with the Access and Opportunity Committee to educate our school community on Neurodivergence by celebrating differences.<br>**CST and Guidance Counsellor**<br>As leaders who lead IEP and 504 meetings, they will find opportunities to implement the training they received. | **June 2027**<br><br>**Plan will be reviewed 3 times a year**<br>**December 2026**<br>**March 2027**<br>**June 2027** | An Increase in shared experiences between the Gen. Ed students and students with IEPs and 504s.<br><br>ALL students learning about neurodivergence and celebrating differences.<br><br>Staff learning more about assistive technology and effective implementation within their spaces. |

| | | | | |
|---|---|---|---|---|
| | Provide PD for staff involved in writing IEPs, 504s, and most staff at Stockton in Assistive Technology. | | | |

**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:

**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. During the School year 2026-27, the LMC will have achieved at least 75% of the goals created in collaboration with the building Principal.** | **-**Meet with LMC periodically to discuss the progress on the goals set for the year<br><br>-LMC sheds light on issues and collaborates by proposing solutions and engaging in discussions to seek meaningful solutions. | **Building Principal**<br><br>-Provide overall leadership<br><br>-**Staff:**<br><br>Maintain open lines of communicati | **September 2026:** Launch of LMC set/shares annual goals<br>**December 2026: Check-in #1** – Review LMC progress, celebrate progress made thus far.<br>**March 2027: Check-in #2** – Mid-year review | **LMC Committee Work**<br><br>Agenda and meeting notes showing items discussed and achievement of goals.<br><br>NJSci Survey or another survey shows an improvement in the areas we worked on for the SY 2026-27 |

| | | | | |
|---|---|---|---|---|
| | -Ensure representation from all labor groups and maintain transparency. | on with LMC and the Principal. | **June 2027: Check-in #3 / End-of-Year Review** – Final review of the year's work and propose goals for next year. | |
| **SMART GOAL/ Major Activities** | **Key Actions** | **Who is Responsible** | **Target Date or Timeline** | **Evidence of Effectiveness** |
| **Goal 4c**: **During the School year 2026-27, there will be an increase in email and other communication with families from the 2025-26 school year. We will show an increase in Family Engagement opportunities by hosting family events and collaborating with the PTA.** | **-**Communicate with families via newsletters, email, phone call (when appropriate), etc.<br><br>-Collaborate with the PTA to help plan and host events<br><br>-Plan Family events such as Back to School Night, Special Persons Day, Multicultural Night, Concerts, etc. to invite families to school. | **Principal**<br><br>**Various Committee Members (Access and Opportunity, LMC, PTA Liaison, etc.)** | **June 2027**<br><br>**Review Dates:**<br>**December 2026**<br>**March 2027**<br>**June 2027** | Increased Communication from the Principal and the school.<br><br>School Events Calendar<br><br>PTA calendar<br><br>Scheduled Meetings with the PTA |

**CHERRY HILL PUBLIC SCHOOLS**
**SMART GOALS**
**2026 - 2027**
**Stockton Elementary School**

## 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.**

**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 |
|---|---|---|---|---|
| **Goal 5b: At least 85% of current staff will be willing to continue for the following school year at Richard Stockton by creating a supportive work environment characterized by trust, collaboration, and high levels of support by leveraging the LMC, Liaison, and increasing CHEA/EACH partnership based on staff survey results from the 2025-26 NJSCI survey.** | • Increase communication with staff about upcoming events and deadlines.<br>• Cascade information from district level meetings to all staff in a timely manner.<br>• Address behavior concerns in a timely manner<br>• Provide PD that the teachers feel a need for. Teachers have expressed a need to learn more about Restorative Practices and Second Step Program to support students with their SEL | Building Principal<br><br>Classroom teachers<br><br>Literacy Teacher Coaches, Math Coaches, Interventionists, School Counselor, Child Study Team member, Educational Assistants<br><br>Director of Elementary Education | **June 2027**<br><br>**Data reviews three times per year**: December 2026, March 2027, and June 2027 | **Staff Feedback & Surveys**<br><br>- ≥ 85% of staff retained.<br><br>- An improvement in the areas we worked on in the NJSCI survey<br><br>-Informal staff feedback about how second-level behavior concerns were addressed and plans for future support and guidance to better alleviate future behavior.<br><br>-Document MTSS- B interventions for students in need of behavior support. |

| | | | | |
|---|---|---|---|---|
| | • Help create a sense of belonging and community by creating warm and inviting communal spaces for staff | Office of the Director of Elementary Education, Special Education, ESL, C&I, Student Services | | -Touchbase with new/novice teachers periodically to check in on the level of support they are receiving or hope to get. |

| SMART GOAL/ Major Activities | Key Actions | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness |
|---|---|---|---|---|
| **Goal 5c: For the School year 2026-27, Richard Stockton Elementary will implement a tailored professional development framework, collaboratively designed with staff through LMC committee input and staff surveys, to ensure 100% of building-based professional learning sessions are aligned with the specific needs of teachers' roles. Progress will be measured through staff feedback surveys, PLC reflections, and classroom implementation checks, with at least 85% of staff reporting that PD directly supports their practice and student learning outcomes.** | Based on informal and formal staff needs assessment,choose 1 or 2 related PD focus for the year.<br><br>Provide time to implement PD and provide opportunities for follow-up learning sessions for continuous learning and improvement.<br><br>Connect staff with instructional coaches or mentors.<br><br>Create role-specific PD opportunities (e.g., general education, Special Education, BSI, educational assistants). | **Building Principal**<br><br>- Provide overall leadership and vision.<br>- Ensure alignment with district priorities and Stockton's School Improvement Plan.<br>- Allocate resources (time, budget, staffing) for PD implementation.<br><br>**Coaches**<br>- Model instructional practices and support coaching cycles.<br>- Track and report implementation progress<br><br>**Classroom Teachers**<br>- Implement learned strategies in classroom practice.<br>- Provide feedback on PD effectiveness and student impact. | **June 2027**<br><br>**Data reviews three times per year**: December 2026, March 2027, and June 2027 | - ≥85% of staff report PD sessions directly supporting their instructional practice.<br><br>- Teachers share evidence of implementation (lesson plans, student work samples).<br><br>- PLC calendar and Building Based PD Days reflect the goals chosen for the SY 2026-27<br><br>- Shared best practices showcased during PLC, or district presentations. |

| | | | | |
|---|---|---|---|---|
| | | Communicate PD needs to building admin. | | |