Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:

Priority 1a

- By 2030, the district will achieve a 10% increase in math proficiency across Grades 3 through 11 on state math assessments while ensuring measurable annual growth for all students
- 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

- By 2030, the district will achieve a 10% increase in overall proficiency rates for students in Grades 3 through 11 on state ELA assessments while ensuring measurable annual growth for all students.
- 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

- By 2030, the district will achieve a 5% increase in science proficiency across Grades 3 through 11 on state assessments for all students.
- 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.

Priority 1d

- By 2030, 25% of all Cherry Hill graduates will have completed an experiential learning opportunity or coursework aligned to their post-secondary interests.

Priority 1e

- 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
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 assessments increasing by at least 2 percentage points fr om baseline, with particular attention to reducing achievement gaps among academically disadvantaged students.	• 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. • Use PLC data cycles to analyze	Coaches, teachers of math and ELA, BSI teachers All Grade Level teachers	Sept 26 - June 27	-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 groups, scaffolds). -PLC notes documenting data use and instructional planning. -Progress monitoring from Title I/MTSS math groups. -Work samples or subgroup data showing improved problem -solving. -Three data reviews per year with documented action steps.

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, while reducing achievement gaps for academically disadvantaged students. 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 2	student performance, identify priority standards and skills, identify students needing additional support, and develop targeted instructional responses. ● Strengthen Tier 1 instruction through differentiated instruction, flexible grouping, small-group instruction, high-impact instructional practices, and targeted reteaching based on student needs. ● Strengthen the MTSS process by			-Disaggregated reports showing subgroup progress.

percentage points from baseline.	providing and monitoring targeted Tier 2 and Tier 3 academic and behavioral interventions, with intervention groups adjusted based on progress-monitoring data. ● Prioritize achievement and growth for academically disadvantaged students by regularly monitoring subgroup data and providing targeted supports to reduce achievement gaps. ● Provide ongoing professional learning and coaching focused on effective			

	literacy, mathematics, science, differentiation, student engagement, and data-driven instruction. ● Increase opportunities for students to apply literacy, mathematics, and science skills through authentic problem solving, inquiry, discussion, writing, investigation, and real-world learning experiences. ● Monitor implementation and student			

	outcomes quarterly, using data to determine what should be continued, adjusted, intensified, or discontinued. ● Provide professional learning/coaching focused on high-impact mathematics instructional practices and conceptual understanding. ● Monitor student progress at identified benchmark dates and adjust interventions based on data.			

Priority 2: Responsible and efficient fiscal and operational stewardship in support of student success

AIMS and GOALS:

Priority 2a

- By 2030, CHPS will achieve balanced student distribution and efficient resource utilization across all elementary schools in the district.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness

Priority 3: ALIGNING STUDENT SUPPORTS TO MIRROR STUDENT NEEDS

AIMS and GOALS:

Priority 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.

Priority 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
3a. By June 2027, Thomas Paine Elementary School will increase the percentage of students receiving tiered academic, behavioral, and social-emotional supports who demonstrate documented	• Strengthen a consistent, schoolwide MTSS process for identifying, supporting, monitoring, and responding to	MTSS team along with grade level content teachers	Sept 2026-June 2027	Marked improvement in classroom performance Fewer referrals to CST MTSS goal achievement measured once per 6 weeks of

progress toward identified goals by at least 5 percentage points from the 2026–2027 baseline, as measured by progress-monitoring data, intervention records, and MTSS reviews. 3b. By June 2027, Thomas Paine Elementary School will increase opportunities for students with disabilities to meaningfully participate in less restrictive educational environments, with at least 90% of students with disabilities having documented opportunities for participation in general education academic, social, enrichment, or schoolwide activities aligned with their individual needs and IEPs.	students' academic, behavioral, and social-emotional needs. • 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. • Establish clear entry, progress-monitoring, and exit criteria for Tier 2 and Tier 3 interventions and adjust supports based on student response. • Strengthen collaboration among general education teachers, special education teachers, interventionists, counselors, related service providers, and administrators through regular data	that have students in tiers 2 + 3. This will be supported by our BSI teachers, coupled with our counselors		intervention 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. MTSS documentation reflecting interventions matched by intensity and duration with consistent tracking. Decrease in major behavior incidents and evidence of improved student regulation through SEL supports. Subgroup data (MLs, IEPs, Free/Reduced Lunch) showing at least 1% growth in students effectively supported.

	reviews and shared planning. ● Ensure students in ASD and MD programs are included in schoolwide data-review and support systems while maintaining individualized IEP goals and specialized programming. ● Identify and expand meaningful opportunities for students with disabilities to participate with general education peers in academics, specials, lunch/recess, assemblies, Tiger Rally, buddy activities, schoolwide events, enrichment, and other appropriate experiences. ● Use individual student needs and			Positive feedback from staff, students, and families on the alignment and effectiveness of supports. Progress will be measured quarterly using attendance data from the student information system.

Goal: By June 2027, our school will reduce the percentage of students who are chronically absent (missing 10% or more school days) by 10 percentage points compared to the 2025–2026 school year.	IEPs to determine appropriate inclusion opportunities rather than applying a one-size-fits-all approach. • Provide accommodations, modifications, communication supports, assistive technology, visual supports, and behavioral supports necessary for students to participate and succeed. • Strengthen staff capacity through professional learning focused on differentiation, inclusive practices, Universal Design for Learning, behavior supports, communication strategies, and supporting students with significant needs.			

	• Monitor student engagement, achievement, belonging, and success within intervention and inclusion settings and use the data to determine whether supports are effective. • Review MTSS, intervention, and inclusion data at regular intervals throughout the year and use findings to adjust programming, staffing, scheduling, and supports. • Ensure that inclusion is measured by meaningful participation, engagement, belonging, and success—not simply the amount of time a student spends in a less restrictive environment.			

	• The progress monitor dates: • Oct 8 - Grades 3,4,5 • Oct 13 - Grades K, 1, 2 • • Nov 16 - Grades 3,4,5 • Nov 19 - Grades K,1,2 • • Jan. 12 - Grades 3,4,5 • Jan 14 - K,1,2 • • Feb 22 - Grades 3,4,5 Feb 24 - Grades K,1,2 • • April 6 - Grades 3,4,5 • April 13 - Grades K,1,2 • • May 18 - Grades 3,4,5 • May 25 - Grades K,1,2			

Priority 4: CLIMATE & FAMILY ENGAGEMENT

AIMS and GOALS:

Priority 4a

- By 2030, all 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 building.

Priority 4b

- By 2030, Cherry Hill Public Schools will create a cross-district student government organization achieving three annual outcomes, advancing leadership and unity district-wide.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
4a. By June 2027, Paine will continue to utilize the Labor Management Collaborative (LMC) team for building climate and culture decisions.	• Meets monthly, • Establishes and tracks at least two clear, measurable goals aligned with school improvement priorities, and	Principal+ LMC	Sept 2026- June 2027	Progress will be monitored through submission of monthly meeting agendas, minutes, and goal progress updates to district leadership.

4b. Thomas Paine Elementary School will provide leadership opportunities for our 5th grade students through our safety program and will send 5 representatives to the district leadership workshops.	• Includes representatives from all labor titles within the building. • With Ms. Santiago, lead the safety patrol to be leaders during lunch and recess.			

Priority 5: STAFF RECRUITMENT & RETENTION

AIMS and GOALS:

Priority 5b

- By 2030, Cherry Hill Public Schools will increase employee retention by creating a supportive work environment characterized

Priority 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: By June 2027, we will implement a tailored professional development (PD) framework that is	• At least three role-specific PD sessions delivered during the	Principal+ LMC + CHEA Leadership	Sept 2026 - June 2027	A staff satisfaction survey showing at least a 10% increase in positive ratings regarding the relevance and effectiveness of professional

collaboratively designed with staff through the LMC to align training with the unique needs of their roles.	school year. • Quarterly LMC reviews to gather staff feedback and adjust the PD plan, and			development compared to the previous year.