CHERRY HILL PUBLIC SCHOOLS
HS WEST SMART GOALS
2026 - 2027

STUDENT WELLNESS

Priority 1: ACADEMIC Achievement and Outcomes

Cherry Hill Public Schools is committed to optimizing outstanding academic achievement and outcomes for each student to prepare them for post-secondary opportunities.

AIMS and GOALS:

Aim 1a: 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.

Aim 1b: 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.

Aim 1c: Improve student science proficiency by strengthening K-12 instructional practices.

Goal 1ci. By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments for all students.

Goal 1cii. 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.

Aim 1d: Increase the percentage of students accessing experiential learning opportunities.

Goal 1d. By 2030, 50% of all Cherry Hill graduates will have completed an experiential learning opportunity or coursework aligned to their post-secondary interests.

- **By the end of the 2027 school year, at least 80% of students participating in Prisms VR will participate in a pre/post student survey and report a positive change in math and/or science engagement and motivation, as measured by a response rate of 75% or higher.**
- **All students will have the opportunity to participate in internship opportunities**

Aim 1e: Increase the percentage of students able to identify a potential college and/or career pathway.

Goal 1ei. By 2030, 80% of all K-12 students will be able to identify career or college opportunities aligned to their interests and personal profiles.

- **All students will have the opportunity to participate in a new course pathway Career Exploration which will lead to internship opportunities.**

Goal 1eii. By 2030, the district will ensure that 90% of all 12th grade students have an action plan articulating an understanding and options for their individual path.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June of 2027, High School West will achieve a 5% increase in math proficiency across grades 9 - 11 on the NJSLA assessments while ensuring measurable annual growth for all students.	• Training for all Math staff on MTSS to provide proper Tier I supports for all students • Institution of PLCs where data is used as the impetus for increasing student achievement • Administering district benchmark assessments and analyzing data	Admin Team District Math Supervisor Classroom Teachers Math Coaches	September 2026 to June 2027	• Benchmark growth data • PLC notes/action plans • NJSLA Math proficiency and growth • Observational feedback on Tier 1 strategies • IXL use in Math Seminar classes only to show growth

	based on student learning standards ● Utilize data analysis of student performance to provide tailored academic support ● 92% participation rate on all district benchmark assessments ● Title 1 Math teacher will push into math classrooms or pull students and work with them as needed			
By June of 2027, High School West will achieve a 2% increase in ELA proficiency across grades 9 and 11 on the NJSLA assessments while ensuring measurable annual growth for all students.	● Training for all staff on MTSS to provide proper Tier I supports for all students ● Use PLCs to regularly analyze benchmark, classroom, and other student performance data; identify areas of need; and plan instructional responses. ● Administering district benchmark assessments with fidelity and analyzing data based on student learning standards ● 92% participation rate on all district benchmark assessments to support reliable analysis of student performance ● Provide targeted literacy support through the Title I ELA Interventionist, including push-in and/or small-group support based on identified student needs. ● Collaborate with the Secondary Literacy Coach to strengthen curriculum, instruction, and implementation of effective literacy strategies.	Admin Team District ELA, SS, and Science Supervisors Classroom Teachers Literacy Coach	September 2026 to June 2027	● PLC notes reflecting collaboration with the Secondary Literacy Coach ● Curriculum or instructional resources developed/revised through collaboration ● Evidence of literacy strategies embedded in lesson and unit planning ● Classroom observation evidence of effective literacy strategies ● Identification and sharing of effective Tier 1 literacy practices across classrooms ● Benchmark data showing growth in identified literacy standards/skills ● Documentation of coaching cycles, classroom support, or collaborative planning

By June 2027, the school will achieve a 1% increase in science proficiency across grade 11 state assessments.	• Training for all science teachers on Open SciEd • Institution of PLCs where preparing and planning of Open SciEd phenomenon based lessons are prioritized • Administering district benchmark assessments with fidelity and analyzing data based on student learning standards • 92% participation rate on all district benchmark assessments	Admin Team District Science Supervisor Classroom Teachers Literacy Coach	September 2026 to June 2027	• Benchmark growth data • PLC notes/action plans • NJSLA Science proficiency and growth • Observational feedback on Tier 1 strategies
By June 2027, an increase of 10% of juniors and seniors will participate in some form of internships, dual enrollment, AP Program.	• Expand partnerships with local businesses/universities • Promote opportunities via counseling and advisory programs • Track and report student participation	Assistant Principals Guidance Counselors Internship Coordinator	September 2026 to June 2027	• Naviance • CAP course enrollment • Participation rates by demographic subgroup
By the end of the 2027 school year, at least 80% of students participating in Prisms VR will participate in a pre/post student survey and report a positive change in math and/or science engagement and motivation, as measured by a response rate of 75% or higher.	• Incorporate the use of Prisms VR in Algebra I classes, math seminar classes and Biology classes • Provide teachers with support/PD on effective Prisms VR implementation • Administer pre- and post-student surveys and monitor participation • Analyze survey results to measure changes in engagement and motivation • Use findings to refine Prisms VR implementation and instruction	Admin Team Math Coach Teacher Trainers District Math Supervisor	September 2026 to June 2027	• Pre/post student survey results • Survey participation/response rates • Percentage of students reporting increased engagement and motivation • Teacher feedback and observation data • Prisms VR participation and usage data

STUDENT WELLNESS

Priority 3: ALIGNING STUDENT SUPPORTS TO MIRROR STUDENT NEEDS

AIMS and GOALS:

Increase the alignment of student instruction and support to meet the needs of each child most effectively.

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.

CHERRY HILL PUBLIC SCHOOLS
HS WEST SMART GOALS
2026 - 2027

<u>Foster an inclusive and supportive educational environment that empowers students with IEPs to actively participate and thrive in the least restrictive settings.</u>

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
By April 2027, all content areas will implement identified Tier 1 supports and participate in regular data reviews to monitor student progress, identify students in need of additional intervention, and evaluate their response to supports.	• Provide staff training on MTSS protocols and universal screeners • Conduct monthly MTSS data review meetings • Continually evaluate and monitor MTSS interventions • Use attendance, academic-risk, and relevant behavioral indicators to identify students who may need additional support. • Assign identified students an MTSS point person for regular check-ins, goal-setting, progress monitoring, and increased family communication. • Match students with targeted supports based on identified needs, including Study Skills, Seminar, Title I intervention, student champions, and other available Tier 2 or Tier 3 supports. • Regularly review attendance, academic progress, and relevant behavioral patterns to determine the effectiveness of interventions and adjust supports as needed. • Strengthen early identification of ninth-grade students in need of support through 9th Grade Advisors, homeroom monitoring, Peer Leaders, and review of students with previous patterns of chronic absenteeism. • Align Tier 1 interventions across classrooms	Principal Assistant Principals MTSS Team Counselors Teachers	September 2026 - June 2027 (monthly)	• Identification of Tier 1 strategies demonstrating positive student outcomes • Reduction in Failures per Marking Period • MTSS meeting notes and progress-monitoring data • Documentation of student goals, check-ins, and family contacts • Targeted Tier 2/Tier 3 referrals and intervention participation • Improvement in identified attendance, academic, and/or behavioral indicators
By June 2027, HS West will reduce the chronic absenteeism rate by 17% relative to the 2025–2026 baseline of 24%,	• Messaging to the community about the importance of attendance	Principal	September 2026 - June 2027	• Improved attendance • Fewer lates to school • Ideally we should see improved

resulting in a target chronic absenteeism rate of approximately 20%. This reduction will focus on Black and Hispanic students: ● Black students: from 30% to 25% ● Hispanic students: 28% to 23%	● Meeting with students who have attendance issues ● Engage the Title 1 Student Support Specialist and Truancy Officer for home visits as appropriate ● Utilize an Attendance Monitoring Protocol with Success Plan ● Use attendance and tardiness patterns as early-warning indicators within the MTSS process, with students referred for additional review and support when attendance concerns are accompanied by academic or other indicators of need. ● Embed attendance within the schoolwide “Every Day Matters” culture initiative, emphasizing belonging, relationships, engagement, and the importance of daily attendance. ● Implement monthly staff strategies focused on attendance, relationships, and student engagement, facilitated through PLC Coordinators.	Assistant Principals Student Advocates Counselors Teachers Assistant Principals PLC Coordinators	-September 2027: establish baseline data and identify students at risk for chronic absenteeism Quarterly progress check-ins on chronically absent students: -Monitor individual student attendance and intervention effectiveness. Quarterly mandated parent/credit hearings to address chronically absent students March: Conduct a midyear review of overall and subgroup attendance data; adjust interventions as needed. June: Achieve a 17% relative reduction in chronic absenteeism, from 24% to 20% or lower	academic achievement with better attendance
By June 2027, Cherry Hill High School West will reduce disciplinary referral incidents and suspensions by at least 10% compared to the 2025–2026 school year baseline of 3087 incidents to 2778	● Provide IIRP Restorative Practices professional development to all new staff ● Create intervention plans for students with repeat incidents	Principal Assistant Principals	September 2026 - June 2027 Sept. 2026: Establish	● 10% reduction in referrals/suspensions ● 20% reduction for Black & Hispanic students ● Fewer repeat discipline incidents

incidents. Black and Hispanic students will see at least a 20% reduction. • Black students: from 65% to 52% • Hispanic students: 61% to 49%	• Monitor repeat referrals and suspensions monthly • Use restorative practices and MTSS supports • Provide targeted check-ins/mentoring for high-need students • Review discipline data quarterly by subgroup • Strengthen family communication and follow-up • Reinforce positive behavior schoolwide • Monitor school climate data and student perceptions	Student Advocate Counselors Teachers	baseline & identify students Monthly: Monitor discipline data & interventions Quarterly: Review subgroup progress Dec. 2026 & Mar. 2027: Progress checks June 2027: Achieve reduction targets	• Increased use/effectiveness of intervention plans • Improved student climate results

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.

Goal 4aii. By 2030, Cherry Hill Public Schools will create a cross-district student government achieving three annual outcomes, advancing leadership and unity district-wide.

Goal 4aiii. By 2030, Cherry Hill Public Schools will enhance community connections and transparency by providing opportunities for meaningful feedback discussions with the Board of Education and administration.

To ensure access to academic, mental health, and behavioral supports

Goal4b. 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.

Increase the sense of physical and emotional safety for students, families, staff and the community.

CHERRY HILL PUBLIC SCHOOLS
HS WEST SMART GOALS
2026 - 2027

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
By April 2027 all high school counselors and Student Assistance Counselors will be trained to use Tier 2 Behavior Support Interventions (here is a Tier 2 Intervention Example-Check In/Check Out) Outcomes will be placed into a database by counselors and/or SACs. Counselors and/or SACs will share that Tier 2 information with staff of Tier 2 students (quarterly) and twice a year with families.	• Training on CheckIn/Check Out (CICO) by school counselors and SACs • Training on sharing staff and family Tier 2 information • Administrative review of CICO outcomes and how they are housed in the database • Administrative support of School Counselors/SAC in how CICO information is shared with staff of Tier 2 students and how that is information is turn keyed into content areas	School Principal or Designees Director of Guidance School Counselors and SACS Staff of Tier 2 students	September 2026-October 2026 October 2026 October 2026-December 2026 January 2027-April 2027	• Survey information from School Counselors/SACs on CICO training • Anecdotal check in with staff and family about how Tier Behavior intervention information is shared twice a year • Database review of Tier 2 behavioral support information • Genesis conduct reviews that compare and contrast Tier 2 student behaviors from October 2026 with information from April 2027 (done by the principal of Designees)
By June of 2027, Cherry Hill High School West LMC will have developed SMART goals outlining their course of action for the next three years. The goals will center on Student Achievement, Staff Professional Development, Culture, and Data.	• Data Analysis of all available data encompassing academic achievement as well as environmental data. • Implementation of another administration of the NJSCI Survey • Root Cause Analysis of potential areas of improvement • Development of new goals to address areas revealed in the survey that need attention	LMC Admin Team West Staff	October 2026 December 2026 February 2027 February 2027 April 2027 June 2027	• Identify areas of focus for 2026-27 • Data analysis completed • NJSCI Survey completed • Root cause analysis completed • Goals developed for future years

STUDENT WELLNESS

Priority 5: STAFF RECRUITMENT AND RETENTION

AIMS and GOALS:

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

Aim 5c: 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
By June 2027, all new staff to High School West will either have a Mentor or a Buddy teacher (depending on years in education) to support with school procedures and processes including evaluation.	Recruit experienced staff members to coach, buddy, support, and mentor new staff	Building Administration	September 2026 to June 2027	• Feedback from the new teachers
By June 2027, 100% of staff will engage in the Building Flex PD which will focus on engagement strategies that directly support student achievement or more specifically attendance goals.	Create custom professional development opportunities for staff. Include various team members to recommend topics and facilitate professional development.	Building Administration, Supervisors, PLC Coordinators, Teacher Leaders	September 2026 to June 2027	• PD Agendas • Data Summits embedded in PLC and Lunch/Department Meeting time
By June 2027, all staff will receive training in cultural proficiency to be able to support our students while encouraging school attendance and achievement	• Survey staff for cultural proficiency professional development opportunities • Use the Access and Opportunity Group to identify areas of focus and help inform professional learning based on student and school data. • Provide opportunities for staff to reflect on and share effective practices through PLCs, department meetings, and other collaborative structures. •	Building Administration Teacher Leaders	September 2026 to June 2027	• PD Agendas and Activities • Staff participation and feedback • Identification and sharing of effective practices across departments
Provide professional learning that is responsive to staff roles and identified needs.	• Use department meetings, lunch meetings, PLCs, faculty meetings, and in-service time to provide targeted learning connected to staff responsibilities and school priorities. • Provide staff with monthly, manageable strategies focused on	Building Administration, Supervisors, PLC Coordinators, Teacher Leaders	September 2026 to June 2027	• PD agendas/materials, attendance/participation; staff feedback • Closing the Achievement Gap / Every Day Matters Strategy Spreadsheet • PLC/department meeting notes demonstrating follow-up and application

	relationships, engagement, belonging, and attendance. ● Use PLC Coordinators to facilitate department discussion, gather effective practices, and develop a shared bank of strategies that can be implemented across content areas. ● Connect professional learning to the building Marzano focus on closing achievement gaps and monitor implementation through PLC discussions, staff feedback, and classroom observations.			