CHERRY HILL PUBLIC SCHOOLS
COOPER ELEMENTARY SCHOOL
SMART GOALS
2026 - 2027

STUDENT WELLNESS

Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:
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.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
1a By June 2027, Cooper will increase the percentage of students meeting or exceeding expectations on the NJSLA–M by at least +2 percentage points schoolwide, and raise the Math median Student Growth Percentile (mSGP) to ≥52 overall.	**Instructional Focus Cycles on Priority Standards** • Map three 6–8 week focus cycles (Fall/Winter/Spring) centered on identified evidence statement (ES) clusters; embed daily Eureka Math² problem-solving routines, fluency, and discourse moves; incorporate Number Talks and 3-Act tasks to strengthen reasoning. • Use common exit tickets aligned to the targeted evidence statements each week to check for mastery and adjust instruction.	Principal & Math Teacher Coach: set focus cycles, monitor progress, lead PLCs and PD. Grade 3–5 Teams & Special Education Teachers: implement core & small-group plans; track exit-ticket mastery.	October 2026: Launch Cycle 1 (fractions foundations & problem solving); baseline common assessments. November 2026 / February 2027: PLC data reviews; refine	NJSLA–M proficiency rate increases ≥+2 pp schoolwide, contributing to the district's 5–year +10pp goal. Math mSGP increases from → ⩾52 Exit–ticket/standards checklist mastery (on ES–aligned items) averages ≥80% by cycle end. ST Math usage & accuracy: ≥85% of students meet weekly usage targets with problem–solving accuracy trending up. Common assessment gains: each cycle shows ≥10% growth on

	Collaborative Data Teams (PLCs) ● Monthly PLC data meetings: analyze NJSLA item-level evidence statements, unit assessments, ST Math dashboards, and exit-ticket trends; identify students for re-teach/extension and plan the next cycle's moves. **Targeted Professional Learning & Coaching** ● PD on fractions progressions (Gr 3–5), multi-step problem structures, and explicit vocabulary & representations (tape/area models, number lines). ● Coaching cycles (walkthrough → model/co-teach →feedback) prioritizing grades/teachers by ES needs. **Family & Student Engagement** ● Family Math event with take-home fraction/measurement kits; post short "how-to" videos for at-home strategies. ● Student-friendly "Power-Up Math" goals in each class (weekly targets for accuracy and perseverance).	Interventionists/ EA Support: deliver targeted small-group lessons and progress monitoring. Families & Students: participate in at-home practice and goal-setting.	groups; launch Cycles 2 & 3 (measurement/ geometry; fraction operations & conversions). January & April 2027: Midyear and pre-NJSLA checks (mock items aligned to ES clusters). June 2027: End-of-year summative review and goal reporting.	priority standards from pre → post. PLC implementation artifacts: agendas, item analysis, small-group rosters, and re-teach plans logged monthly.
1b By June 2027, Cooper will increase the percentage of students meeting or exceeding expectations on the NJSLA-ELA at least +2 percentage points schoolwide, and raise the ELA median Student Growh Percentile (mSGP) to >=52 overall.	● 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. ● Use PLC and MTSS cycles to review progress and adjust	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

	intervention; offer reading-buddy experiences to increase authentic reading practice.			
1c 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

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
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: I. Use the building schedule and all available staff to provide targeted supports for grade-level sections that have increases in class size. II. Monitor the capacity and effectiveness of supports III. Enlist the support of C&I, Special Education, Student Services, ESL, NJTSS/MTSS to provide ongoing professional development IV. Use quarterly formative and summative student assessment measures to evaluate the effectiveness of the targeted supports and professional learning. Provide periodic updates for families using one-way and two-way communication platforms.	Building Principal Classroom teachers Literacy Teacher Coaches, Math Coaches, Interventionists, School Counselor, Child Study Team member, Educational Assistants Director of Elementary Education Office of the Director of Elementary Education, Special Education, ESL, C&I, Student Services	The plan will be shared by October 1st Ongoing monitoring of the plan elements will be from October to May 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. • Eureka Math Squared Formative Assessment evaluation • NJTSS/MTSS student evaluations • Two-way communication with families. Increased confidence in support plans as voiced by families.

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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
3a By June 2027, Cooper will strengthen its MTSS framework to ensure at least 90% of students demonstrate measurable growth on math priority standards (fractions, multi-step problem solving, measurement/geometry) as evidenced by Eureka Math² assessments, intervention progress monitoring, and NJSLA alignment. 3b By June 2027, James F. Cooper Elementary School will strengthen its Multi-Tiered System of Supports (MTSS) in literacy by reducing the percentage of students identified as "well below benchmark" on DIBELS BOY by at least 10 percentage points by EOY, while increasing the percentage of students "at or above benchmark" in K–2 literacy by at least 10 points. In grades 3–5, all students receiving Tier 2 or Tier 3 supports will demonstrate measurable growth on DIBELS and NJSLA evidence statements aligned to their identified needs.	**MTSS Math Supports** • Use small-group lessons during the I/E period to provide support on prerequisite standards (e.g., fraction concepts, area models, unit conversions). • Leverage ST Math & Equip diagnostic tasks to personalize practice tied to the ES focus; set usage expectations (e.g., ST Math ~60+ puzzles/wk average) and monitor by class. **MTSS Literacy Supports** • Use BOY, MOY, and EOY DIBELS benchmarks to monitor early literacy growth. • Provide Tier 2 and Tier 3 interventions using Leveled Literacy Intervention (LLI) and Orton-Gillingham-based supports. • Monitor student progress in I&RS/504 meetings monthly. **Collaborative Problem Solving (I&RS/MTSS Team)** • Monthly MTSS meetings review Tier 2/3 data, track fidelity of interventions, and update parent communication. • Cross-discipline support (special education, EAs, LTC) ensures alignment of interventions with classroom instruction. **Family & Student Engagement** • Share student intervention goals and progress with families.	Principal & LTC: Oversee MTSS implementation, lead data meetings, track fidelity. Grade-level teachers: Deliver Tier 1 focus lessons; document Tier 2 supports. Interventionists & EAs: Provide Tier 2 and Tier 3 support, progress monitoring. School Counselor/I&RS: Facilitate MTSS meetings, maintain student plans. Families/Students: Participate in goal-tracking and at-home practice.	October 2026: Universal screening & baseline data collection; Tier 2/3 groups set. November–May: 6–8-week intervention cycles with bi-weekly monitoring. January & April 2027: Midyear & pre-NJSLA reviews. June 2027: Final data review; evaluate growth & MTSS fidelity.	Outcome Metrics: ≥90% of students show growth on grade-level math assessments aligned to fractions, problem solving, and measurement. Leading Indicators: • Intervention fidelity logs show 95% implementation of Tier 2/3 sessions. • Bi-weekly progress monitoring graphs show consistent upward trends. • ST Math: ≥85% of Tier 2/3 students meet usage/accuracy targets. • PLC/MTSS agendas and parent updates documented quarterly.

	• "Power-Up Math" growth charts in classrooms so students track their own mastery of priority standards.			

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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:

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.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, James F. Cooper Elementary School will cultivate an organizational structure that fosters successful collaboration and empowerment. 4a Establishing a fully functioning Labor Management Collaborative (LMC) team that meets monthly, sets and monitors 3–4 actionable goals, and includes representatives from all labor titles in the building.	**Labor Management Collaborative (Goal 4ai)** ● Form an LMC team with representatives from teachers, educational assistants, secretaries, support staff, and administration. ● Meet monthly to review data, set building-level priorities, and share progress with staff. ● Post LMC updates in faculty newsletters and staff meeting minutes to ensure transparency.	Principal & LMC Co-Chairs: organize meetings, set agendas, track progress. Teacher & Staff Representatives: share input, communicate updates to peers. School Counselor & Character Education Committee: monitor climate data, lead Safe & Kind campaigns. PTA & Family Engagement Committee: plan and host family workshops/events. Families & Students: participate in events, provide survey feedback.	September 2026: Establish LMC membership October 2026: Set initial goals, launch BOY climate survey. Monthly (Sept–June): LMC meetings, review data, monitor progress. Oct., Jan., May: Family Voice Surveys. Nov 2026, Feb 2027, May 2027: Family Engagement Events (Math, Literacy, STEAM). June 2027: End-of-	LMC agendas, minutes, and quarterly progress updates. ≥90% staff representation across labor titles in LMC membership. Increased positive responses (≥+5 pp) on School Climate Survey items for belonging, communication, and safety. Family event participation logs & feedback surveys. Documentation in newsletters, ClassDojo, and Board updates of engagement initiatives.

			year climate data review; evaluate goal progress.	
4b Establish a fully functioning MTSS that tracks and provides student supports in academics, mental health, and behavioral support.	**MTSS Planning and Implementation** ● **Roll-out beginning May 2026** ● **In-service programs August 26&Flex-option MTSS & I/E** ● **MTSS Title 1 Coaching Time** ●	Principal LTC MTC Counselor MTSS Team	May 2026 I/E Short video August 2026 PD I/E First Cycle Support with LTC September ½ Day per Grade Level Flex-Option MTSS-I&E October	MTSS Agendas, I.E

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
5b During the 2026–2027 school year, Cooper Elementary School will enhance staff recruitment and retention by developing and implementing a tailored professional development framework that directly supports teacher and educational assistant capacity in relation to the school's NJSLA proficiency goals (ELA, Math, Science) and MTSS implementation. 5c By June 2027, at least 90% of staff will report in survey feedback that professional learning experiences were aligned to their specific job roles and responsibilities.	**Collaborative PD Framework Design** ● Form a PD Planning Committee (teachers, educational assistants, literacy/math/science coaches, school counselor, administration). ● Use staff feedback, student NJSLA/benchmark data, and MTSS priorities to design role-specific PD strands (e.g., instructional staff, non-classroom staff, educational assistants). **Align PD to Academic & MTSS Goals** ● Provide PD cycles directly linked to Cooper's SMART Goals for ELA, Math, and Science (e.g., Amplify CKLA small-group interventions, Eureka Math² discourse strategies, NGSS science inquiry practices). ● Train staff in MTSS Tier 1 universal supports (safe & kind language, behavior data tracking) and Tier 2/3 targeted intervention tools (progress monitoring with EasyCBM, DIBELS, ST Math). **Onboarding & Mentoring for Retention** ● Expand Cooper's new staff onboarding program with ongoing mentoring, classroom visits, and peer collaboration opportunities. ● Establish a Novice–Veteran Teacher Support Club to strengthen teacher belonging and reduce attrition. **Recognition & Growth Pathways**	Principal (lead) Literacy/Math Coaches ScIP Planning Committee MTSS Committee & Labor Management Collaborative Team	September 2026: PD Committee established; staff feedback survey distributed. October–December 2026: Initial PD sessions launched, aligned to NJSLA/MTSS goals. January 2027: Mid-year staff survey; refine PD framework. February–May 2027: Continued cycles of role-specific PD; mentoring & recognition initiatives implemented. June 2027: End-of-year staff survey; retention data reviewed.	Staff survey data (≥90% satisfaction on alignment of PD to job role). Staff retention increase of at least 3% from 2025-26 baseline. Evidence of classroom implementation (observation notes, walkthrough data, lesson plans). Increased staff participation in MTSS, committee work, and leadership initiatives. NJSLA proficiency gains in ELA, Math, and Science aligned to district goals.

	• Highlight staff leadership in school initiatives (e.g., Family Engagement Nights, Character Ed assemblies, STEAM Fair, Sustainability projects). • Create professional growth spotlights in the Cooper P.A.W.S. newsletter to celebrate staff contributions.			