CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
2026-2027

STUDENT WELLNESS

Priority 1: ACADEMIC Achievement and Outcomes

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

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.
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 April 2027, 95% of all 6-8 math teachers will receive continued training on the use of Eureka Math Squared Pre-Equip as a valid Tier 1 and in-class Tier 2 intervention.	• PD for Pre-Equip use with 6-8 math teachers • Review of math module assessments with a focus on demographic groups who scored poorly on Pre-Equip beginning of Module work • Lesson plan review and walkthrough data used to modify Tier 1 EM2 instruction	Principal Assistant Principals Secondary Math Coach 6-8 Math Teachers School Counselors Student Assistance	September 2026-October 2026 October 2026-April 2027	Module assessment data: quarterly reviews and growth. Module assessment: demographic reviews of IEP, F/R, and MLL students to determine whether Tier 1 instruction is supporting module assessment growth. NJSLA 2027 Math data broken out by IEP, F/R, and ML learners. • Eureka Math Squared Pre-Equip implementation data • Math module assessment results • Benchmark and common assessment data

Mathematics Achievement Goal: • By June 2027, at least 25% of students identified in the "Approaching Expectations: category on the 2026 NJSLA Mathematics assessment will demonstrate growth to the "Meeting Expectations" category, as measured by the 2027 NJSLA Mathematics assessment. Literacy Achievement Goal: • By June 2027, at least 25% of students identified in the "Approaching Expectations: category on the 2026 NJSLA ELA assessment will demonstrate growth to the "Meeting Expectations" category, as measured by the 2027 NJSLA ELA assessment. Science Achievement Goal: • By June 2027, at least 25% of students should show overall growth within the Science performance levels on the NJSLA for the 2027.	Mathematics, Literacy, Science Achievement Actions: • Continue to use BOE approved resources with fidelity. • Continued use of instructional coaches to support teachers within the classroom. • Continued use of Interventionist for student support. • Continue quarterly benchmark assessments. • Analysis of benchmark data to target standards needing reteaching. •	Counselor (SAC) Interventionists Case Managers Student Success Center Staff MTSS Team		• Walkthrough and lesson plan review data • Student Success Center referral and outcome reports • Growth data for identified student groups Mathematics, Literacy, Science Achievement Evidence of Effectiveness: • Evaluations and Walk through data. • MTSS data review. • Benchmark review and data analysis. • Results of 2027 NJSLA

STUDENT WELLNESS

Priority 3: ALIGNING STUDENT SUPPORTS TO MIRROR STUDENT NEEDS

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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.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By April 2027, 100% of students identified through academic, attendance, behavioral, and wellness data as requiring Tier 2 or Tier 3 interventions will receive documented supports and progress monitoring through the MTSS process, resulting in measurable improvement in academic performance, attendance, and student engagement as determined by student action plans. By June 2027, Carusi will reduce chronic absenteeism by at least 5% points among Student with Disabilities, Black or African American students, and Hispanic students. By June 2027, Carusi will reduce in-school and out-of-school suspension rates by 10% as compared to 2025-2026 baseline data for the following subgroups: Students with Disabilities, Black or African American, and Hispanic students.	• Provide professional development for staff on MTSS intervention practices and progress monitoring. • Review benchmark, common assessment, and NJSLA data to identify students requiring academic interventions. • Utilize Eureka Math Squared Pre-Equip and other Tier 1/Tier 2 interventions to address identified skill deficits. • Review math module assessments with a focus on demographic groups demonstrating performance gaps. • Conduct lesson plan reviews and instructional walkthroughs to ensure implementation of intervention strategies and differentiated instruction. •Identify at-risk chronically absent students early and initiate outreach to families. Conduct monthly attendance reviews to identify students with chronic absenteeism and attendance concerns. • Implement attendance intervention plans, family outreach, and Carusi Cares Conferences for identified students. • Utilize Student Success Center supports, Check-In/Check-Out, counseling services,	Principal Assistant Principals Secondary Math Coach 6-8 Math Teachers School Counselors Student Assistance Counselor (SAC) Interventionists Case Managers Student Success Center Staff MTSS Team	September 2026-October 2026 October 2026-April 2027	MTSS meeting agendas and intervention records • Student intervention plans and progress-monitoring documentation • Attendance reports and chronic absenteeism data • Family contact logs and attendance intervention records • Behavior and discipline data2

	and behavioral interventions as appropriate. Use of Navigate 360 Compass for Restorative Practice lessons. • Conduct monthly MTSS meetings to review student progress and adjust interventions based on data.			

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:

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 April 2027, Carusi Middle School will increase positive responses on student, staff, and family climate surveys related to safety, belonging, and connectedness by implementing targeted climate-building activities, including 2 family engagement opportunities and student roundtable discussions (1 per marking period).	• Administer beginning, middle, and end-of-year climate surveys. • Staff spotlight to promote community connection • Expand Carusi Cares and Student Success Center supports for identified students. • Increase family engagement through parent workshops, community events, and communication opportunities. • Implement monthly student recognition and school-wide community-building activities.	Principal Assistant Principals School Counselors Student Success Center Staff LMC	September 2026 – Climate survey administration October 2026 – April 2027 – Student focus groups and climate initiatives Quarterly – Data reviews and family	•Improvement in student, staff, and family climate survey results. •Increased participation in family engagement activities. •Reduction in repeat discipline referrals. • Improved student attendance rates. • Documentation of focus group feedback and action steps. • Quarterly data review reports demonstrating progress toward climate goals.

	• Review discipline, attendance, and HIB data quarterly to identify trends and interventions.		engagement events April 2027 – Final evaluation of outcomes	

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Priority 5: STAFF RECRUITMENT & RETENTION

AIMS and GOALS:

To 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.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, Carusi Middle School will increase staff retention and promote a positive professional culture by implementing structured staff recognition, mentorship, and feedback opportunities, resulting in at least a 10% increase in positive staff climate survey responses related to job satisfaction, support, and belonging, while maintaining or improving annual staff retention rates.	• 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

	• Establish a staff recognition program that highlights contributions monthly. • Conduct quarterly staff feedback surveys and listening sessions. • Implement a mentorship/support system for new staff members. • Provide opportunities for professional growth aligned to staff needs. • Increase opportunities for collaboration through PLCs and staff-led professional learning. • Conduct stay interviews with staff to identify supports needed for retention. • Celebrate staff achievements and milestones throughout the school year.	LMC members		from April 2027 (done by the principal or designees) ● Staff climate survey results ● Staff retention data ● Participation in mentorship program ● Professional learning attendance records ● Staff feedback survey results ● Documentation of recognition activities ● Exit and stay interview summaries