GOAL #1 - Student Wellness - Create frameworks of learning and support for all students to develop the skills needed for social and emotional wellness.		
Action	Major Activities	Indicators of Success
1. During the 2024-2025 school year, CHPS will conduct an evaluation of the HIB process to identify areas for enhancement.	▪ Conduct a detailed audit of the implementation of current HIB policies and procedures using case studies from the past three years. ▪ Identify strengths and weaknesses within the existing HIB framework and compile findings into a comprehensive report. ▪ Obtain feedback from students and families, to gather insights on the implementation of the current HIB process. ▪ Analyze data on HIB incidents, including frequency, nature, resolution times, and outcomes, to identify trends and gaps. ▪ Revise implementation practices of HIB policies and procedures based on the evaluation findings and stakeholder feedback to enhance clarity, efficiency, and consistency across the schools. ▪ Develop and deliver targeted training sessions for staff, students, and families on the HIB process and best practices for prevention and intervention. ▪ Establish a continuous monitoring system to regularly review the implementation and impact of the revised HIB process.	● Completion of the comprehensive audit will occur on or before January 1, 2025. ● Comprehensive report on the findings will be completed and shared with the BOE on February 11, 2025. ● Feedback from a statistically significant portion of HIB process participants will be collected through both formal surveys and informal channels to drive continuous process improvements. ● Creation of an analytical report that identifies common trends in HIB data and next steps for improvement, to be presented to the BOE on June 10, 2025. ● Implementation of revised HIB protocols across all schools by the start of the 25-26 academic year, with documented changes shared with all stakeholders. ● Completion of training sessions per stakeholder group (staff, students, families) by January 31, 2025, to enhance understanding and consistency across the schools.
2. Create a culture of well-being, collaboration and support that prioritizes the health and wellness of teachers and staff.	▪ Staff members will be provided with quarterly professional development workshops on stress management, mindfulness, and personal well-being with the aim of a 20% increase in staff reporting decreased stress levels by the end of the academic year. ▪ Schools will provide opportunities for staff to engage in wellness activities (i.e walking club, fitness activities, meditation, yoga, nutrition workshops) with the aim of achieving 70% staff engagement in at least one wellness activity per quarter. ▪ The district will provide a minimum of 3 system-wide Employee Resource Groups (ERG's) meetings that will promote collaboration and understanding, while providing staff with opportunities to practice self-care.	● Building administrators will conduct semi-annual surveys to evaluate staff stress levels and well-being. ● Track participation rates in wellness activities through sign-ins and feedback forms. ● Staff feedback collected through both informal and formal methods will highlight positive trends. ● Staff implementation of strategies learned during wellness sessions. ● All schools will dedicate a minimum of 1 full required staff meeting to the topic of staff wellness. ● Continue to partner with labor associations in CHPS to facilitate the Labor Management Collaborative with the aim to improve collaboration, staff retention, and student achievement.

GOAL #1 - Student Wellness - Create frameworks of learning and support for all students to develop the skills needed for social and emotional wellness.		
Action	Major Activities	Indicators of Success
3. Promote a district culture that is equitable, restorative, and inclusive for all students.	▪ Proactive preventative measures implemented to build positive school climates (e.g. Positive Behavioral Interventions and Supports (PBIS), Culturally Responsive Teaching, Restorative Practices) ▪ Disciplinary issues are addressed in a way that is evidence-based, developmentally appropriate, and culturally responsive. ▪ All schools will provide targeted interventions (e.g. Counseling, mentoring, check in/check out, etc…) for students who are at risk of engaging in disciplinary infractions ▪ Address disproportionate disciplinary outcomes for students of color, students with disabilities, and other historically marginalized groups by providing staff training on implicit bias, examining discipline data regularly to identify trends, and implementing policies and practices that promote equity and fairness. ▪ All schools will partner with a minimum of 1 community agency to ensure that students receive additional support. ▪ Quarterly, we will evaluate the effectiveness of disciplinary policies and practices to ensure that they are aligned with the goal of promoting an equitable, restorative, and inclusive school culture. ▪ Assess the level of equity and inclusivity within the district and identify areas for improvement, ensuring that all students have equal access to educational opportunities.	▪ Building based LMC teams will implement strategic plans for climate improvement developed in the 23-24 school year with the aim of reducing incidents of bullying in disciplinary actions by 10% compared to the previous year. ▪ Climate improvement is realized via formal and informal tracking and monitoring mechanisms. ▪ Implement and monitor revised Regulations 5350: Student Suicide Prevention [S12 procedure]. ▪ Create an in-district crisis response team. ▪ Prepare and present bi-annually updates to the BOE on the impact of the restorative practices model. ▪ Ongoing review and analysis of discipline data. ▪ Develop and propose at least 3 new student leadership opportunities based on the analysis by March 2025. ▪ By the end of the academic year, 100% of schools will have established partnerships with at least one community-based organization, as verified by documented collaborative activities.
4. Ensure that all students have equitable access to comprehensive support services that promote their academic success, social-emotional development, and overall well-being.	▪ All students have access to a range of Social-Emotional Learning (SEL) supports that meet their individual needs, including mental health services, counseling, medical care, and other services. ▪ Students at risk for mental, emotional, or behavioral health challenges are provided with appropriate interventions that support both prevention and early intervention. ▪ School staff are provided with professional development opportunities to assist them in how to identify and address student needs related to mental, emotional, and behavioral health.	● Utilizing the Collaborative for Academic, Social and Emotional Learning (CASEL) Indicators of Schoolwide Social-Emotional Learning (SEL), all schools will complete a quarterly analysis and reflection to assess the implementation of Social-Emotional Learning (SEL) protocols. ● All schools within CHPS will begin the implementation of the New Jersey Tiered System of Supports (NJTSS) in the 2024-2025 school year.
GOAL #2 - PURPOSE & PASSION - Develop highly engaging learner-centered experiences within an environment that promotes voice, choice, and passion for learning.		

Action	Major Activities	Indicators of Success
GOAL #2 - PURPOSE & PASSION - Develop highly engaging learner-centered experiences within an environment that promotes voice, choice, and passion for learning.		
Action	Major Activities	Indicators of Success
1. By the conclusion of the 2024-2025 academic year, CHPS will finalize a plan that will achieve balanced student distribution and maximize resource utilization across all elementary schools in the district by the start of the 2026-2027 academic year.	▪ Development of process and timeline for elementary redistricting work. ● Identify and engage a vendor to support the facilitation of the strategic planning process for CHPS. ▪ Analysis of projected costs and fiscal demands ▪ Thorough analysis and review of demographic study completed in April 2024. ● Establish and affirm the district's vision, mission, core values, and milestones for achievement. ▪ Identification of focal schools (i.e. elementary schools with a 2028-2029 projected enrollment ≥25 students). ● Develop the CHPS Portrait of a Graduate using feedback from the broader community. ● Identify common themes that will serve as the "cornerstones" of the strategic plan. ▪ Capture community feedback through formal and informal means including surveys and in-person meetings. ● Create goals and establish measures to be tracked for progress and success. ● Develop detailed action plans including major activities, indicators of success, and key deliverables. ▪ Discussions at Strategic Planning Committee meetings (i.e. July 2024, August 2024, October 2024, January 2025, March 2025) ▪ Updates provided to the Strategic Planning Committee (i.e. November 2024, December 2024, February 2025)	▪ Formation of the Elementary redistricting committee by October 2024, with two meetings to be held in November 2024 and two meetings to be held in December 2024. ▪ Presentation of the initial recommendations for changes at the elementary school level shared with the BOE at the January 2025 Strategic Planning Committee Meeting and at a January 2025 meeting of the full BOE. ▪ Three elementary redistricting town hall meetings to be conducted in February 2025. ▪ Revision and finalization of recommendations using community feedback. ▪ By April 2025, a final draft plan and recommendations will be presented to the BOE for approval.	● A vendor will be identified, and the strategic planning process will begin by September 30, 2024. ● By April 1, 2025, feedback on the CHPS Portrait of a Graduate will have been collected from a statistically significant portion of all stakeholder groups using a mix of formal surveys and informal methods. ● A new five-year Strategic Plan, including the CHPS Portrait of a Graduate, will be presented to the Board of Education for approval by June 10, 2025.
4. Hire and retain staff for a diverse workforce that reflects and promotes Cherry Hill Public Schools Diversity, Equity, and Inclusion practices.	● Establish a recruitment strategy that attracts a wide pool of candidates ● Partner with community organizations and colleges/universities with diverse student populations to attract a wide range of applicants. ● Implementation of retention strategies to foster a supportive and inclusive work environment. ● Explore shared service agreements and partnerships to help fill gaps in specialized classes (i.e. World Languages) ● Integrate language that emphasizes principles of inclusivity and belonging, such as valuing diverse perspectives and fostering an inclusive work environment, into every job description. ● Create mentorship programs pairing new hires with experienced staff to support their development and transition into the district.	▪ Continually updated written report on RPIE steps, including sources of research, step-by-step plan, what has been accomplished with implementation, and results/evaluation. ▪ Written report outlining the specific issues identified, along with detailed strategies for managing these issues effectively should they arise. ▪ Written, confidential Crisis Communication Plan, crafted in concert with the Director of Security and the CHPD. ▪ Professional development sessions which include strategic communication component at the beginning of the school year. Regular follow-ups with administrative leaders to make sure they are on track. Visual evidence of administrative leaders' effective communication (e.g., up-to-date pages on school and district websites, and evidence of regular communication with stakeholders, such as e-newsletters) ▪ Monthly updates at Strategic Planning Committee meetings: Board presentations on January 14, 2025, and June 24, 2025. ▪ Public Information Officer will be included in all major projects and initiatives planning, guiding the communications that they require. ▪ Follow-up surveys will be conducted with stakeholders to gauge understanding and engagement.	● Review and revise job descriptions to reflect district values of diversity, equity, and inclusion. ● Gather feedback on revised job descriptions from current employees occupying the same or similar position. ● Aim for all new and revised job descriptions to include at least three specific inclusion/belonging-related competencies or responsibilities. ● Share hiring and retention data with the Board of Education in the fall for the 2024-2025 school year and in the spring to discuss plans for the 2025-2026 school year. ● Continue to review and revise interview questions to reflect district values of diversity, equity, and inclusion. ● Review and present patterns gleaned from exit interviews to better understand retention rates. ● Train all current and new district staff in cultural proficiency practices to better support our diverse student body.
2. Develop a strategic communication plan that includes measurable objectives focused on moving the district toward achieving its goals.	▪ Follow the four-step strategic public relations planning process of research, planning, implementation and evaluation (RPIE). ▪ Include proactive issues management as component of communication planning. ▪ Creation of a plan for crisis communications ▪ Incorporate two-way communication as a specific component of the strategic communication plan. ▪ Provide opportunities for administrative leaders to review and understand their roles in strategic communications. ▪ Provide regular strategic communication plan updates to the Board of Education. ▪ Incorporate the elements of communications planning into major projects and initiatives. ▪ Focus strategies on increasing stakeholder understanding and engagement.	▪ Regular posting and sharing of videos (on the district website) from key meetings, as well as reports and presentations. ▪ Professional development sessions which include strategic communication component at the beginning of the school year. Regular follow-ups with administrative leaders to make sure they are on track. Visual evidence of administrative leaders' effective communication (e.g., up-to-date pages on school and district websites, and evidence of regular communication with stakeholders, such as e-newsletters)	

GOAL #2 - PURPOSE & PASSION - Develop highly engaging learner-centered experiences within an environment that promotes voice, choice, and passion for learning.		
Action	Major Activities	Indicators of Success
5. During the 2024-2025 academic year, Cherry Hill Public Schools will publish an online data dashboard to boost transparency and accountability by providing key metrics for school and district performance.	● Collaborate with the technology team to pinpoint the key metrics and indicators for integration into the public dashboard. ● CHPS will utilize the data collected through the online dashboard to target instructional areas for improvement at each school. ● Quarterly progress update presented to the C&I Committee that includes attendance/enrollment data, classroom/school-based performance, district assessment performance, any standardized assessment performance, etc…	● The public dashboard will be published on the district webpage by December 2024. ● Documented meeting minutes reflecting discussions on attendance/enrollment, classroom/school-based performance, district assessment results, and standardized assessment performance, and evidence of action items from these discussions being addressed and reported on in BOE meetings.
6. Establish an environment at every school where every student feels safe, welcomed, and respected, has access to academic support, and benefits from an inclusive, academically focused culture.	● Student growth will be realized as evidenced by performance in coursework, including grades, Grade Point Average (GPA), Individualized Educational Program (IEP) goals, and language acquisition goals. ● Building based LMC teams will collaborate with building administration to plan professional learning opportunities for staff. ● Provide professional learning to include learning cycles that are relevant, intensive, and ongoing to enhance instructional practice. ● Expansion of access to Advanced Placement (AP) courses at the high school level for historically underserved populations, including those with Individualized Education Plans (IEPs) using AP specific workshops and presentations to the community during the school year 2024-2025. ● District wide implementation of the Eureka Math Squared curriculum. ● Implementation of Amplify CKLA K-5 district wide ● Implementation of district wide literacy and mathematics nights K-12. ● Continuation of Coaching Cycles in mathematics and ELA throughout the K-12 program. ● All schools will develop goals that are aligned with district goals using the SMART goals format with actionable steps towards attainment. There will be a specific emphasis on Math and English Language Arts (ELA) and subgroup performance. ● Increase the number of math pathway courses in the Course of Study for the high schools available for the 2025-2026 school year. ● Empower students to have a voice in the decision-making process at the high school level providing them an opportunity to identify areas of interest for the elective options in the Course of Study process. ● Articulate a comprehensive curriculum with cross content connections.	● Implementation of character education practices with a focus on cultural proficiency. ● Students are provided with academic support as evidenced by individualized instruction, peer tutoring, and after-school programs. ● Implementation of research based high yield instructional strategies that support student engagement and academic achievement. ● All schools will exhibit year over year growth in New Jersey Student Learning Assessments (NJSLA) outcomes for mathematics and literacy, aiming to meet or surpass state averages. ● 100% of grade 12 students will graduate with a post-secondary plan. ● Students will demonstrate satisfactory growth on district administered benchmark assessments. ● 90% student participation on district benchmark assessments.

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Action	Major Activities	Indicators of Success	Indicators of Success
7. Review and assess the current transition process for students moving between levels to attend different buildings for appropriate programs/services or are new enrollees to the district, thereby promoting their academic success and emotional well-being.	• Special education administrators will collaborate with building administrators to customize intentional opportunities around established transition activities for each building, with a focus on streamlining activities and opportunities offered across different levels. • Provide training for case managers and building administrators on best practices for supporting students during transitions, with an emphasis on inclusivity and addressing the specific challenges faced by students receiving special educational services. • Offer an opportunity for students (and their families) who are newly eligible for special education or must transition after the school year has started to visit/tour the new program or school with a familiar staff member (case manager, counselor, administrator, etc.) within the 15-day review period. • Provide resources and updates to families receiving special education services throughout the year, focusing on supporting transitions and changes, as appropriate.	• Develop and implement a comprehensive outreach and marketing plan to inform parents and guardians about the early childhood education program by November 2024. • Track the number of outreach activities conducted (e.g., community events, flyers, social media campaigns) and measure their reach and impact through parent surveys and enrollment inquiries. • Present the yearly plan to the BOE (on November 12, 2024) outlining strategies to ensure CHPS meets its enrollment target by the 2027-2028 school year, including detailed enrollment projections for the 2025-2026, 2026-2027, and 2027-2028 academic years. • Provide additional preschool updates to the BOE on February 25, 2025 and May 27, 2025. • Updates on progress will be shared quarterly at C&I meetings (October 2024, December 2024, March 2025, and May 2025).
8. By 2027-2028, CHPS will enroll at least 90% of Cherry Hill's 3 and 4 year olds in the district's preschool programs.	• Provide a comprehensive and inclusive early childhood education program that supports the holistic development of young learners. • Using the data dashboard, preschool enrollment data will be tracked and measured against the targeted enrollment to identify trends and areas needing additional focus. • Implement strategies to ensure inclusive enrollment, targeting underrepresented and underserved communities within CHPS. • Host quarterly informational sessions and workshops for prospective and newly enrolled families to support their transition into the preschool program. • Conduct bi-annual evaluations of the program and gather feedback from parents and staff to measure satisfaction and developmental outcomes. • Identify and establish a partnership with an external vendor to offer before/after care options at Malberg Early Childhood Center by the beginning of the 2024-2025 school year. • Expand collaborative partnerships with private preschool providers by implementing deliberate and strategic scouting and sourcing efforts.	• Develop and implement a comprehensive outreach and marketing plan to inform parents and guardians about the early childhood education program by November 2024. • Create training agendas and monitor staff attendance. • Case managers will send a welcome email to families of new students on their caseload. A District Google Sheet will be maintained to track students who transitioned, including the date of their tour/school visit or the date parents declined. This data will be analyzed by special education administration in the summer. • Send Blackboard messages and share information with families four times a year. • Host "Donuts with Directors" meetings in the fall and spring for parents to attend at Lewis, focusing on Special Education and C&I. Consider aligning this initiative with other goals/areas connected to C&I, while integrating Special Education discussions in relevant contexts. • Updates on progress will be shared quarterly at C&I meetings (October 2024, December 2024, March 2025, and May 2025).

GOAL #3 – CONNECTING BEYOND our CLASSROOMS - Provide resources, opportunities, and experiences for our students to connect to the world beyond their classrooms and to become informed and empathetic agents of change in the world.		
Action	Major Activities	Indicators of Success
1. Implement a comprehensive community relations plan in the 2024-2025 school year to enhance stakeholder involvement and foster a deeper understanding of CHPS's vision and mission, ultimately establishing pride and ownership.	● Identify key stakeholders, including parents, students, staff, community members, and local businesses, by September 2024. ● Create a detailed stakeholder map and develop a contact database to track engagement efforts and participation rates. ● Convene at least four community events or forums throughout the 2024-2025 school year to facilitate open dialogue and active involvement from stakeholders. ● Establish partnerships with local organizations, businesses, and community groups to support the district's initiatives and foster collaborative relationships. ● Implement regular feedback mechanisms, such as surveys and focus groups, to gather stakeholder input and gauge perceptions of the district's efforts. ● Provide transparent and regular updates on the district's progress toward its goals and initiatives through quarterly updates for the BOE. ● Expansion of experiential learning opportunities for students.	● A community relations plan detailing the expansion of experiential learning opportunities will be presented to the Board of Education on October 8, 2024. ● Track the number of community recognition events and awards given and collect feedback from recipients and attendees to measure the program's success. ● Compile a comprehensive end of year report that includes data from surveys, event attendance, partnership outcomes, and other relevant metrics, and present findings to the BOE in June 2025.
2. Provide students with opportunities beyond the classroom to develop their skills, interests, and passions.	● Ensure that all students have access to a range of extracurricular, co-curricular, or leadership activities that meet their individual interests and needs, including clubs, sports teams, service organizations, and student government. ● Address barriers to participation, such as financial constraints, transportation, and scheduling conflicts, to ensure that all students have equitable access to these opportunities. ● Empower students to have a voice in the decision-making process regarding the types of extracurricular, co-curricular, or leadership activities offered at their school. ● Analyze, at the district level, service learning, post-secondary credit opportunities, and expanded experiences beyond the classroom. ● Provide staff with support and resources to effectively facilitate extracurricular, co-curricular, or leadership activities, including training on effective youth development practices. ● Continue parent/family “Quick Question and FAQ for Special Education” on the district website to provide information. ● Identify and develop experiential learning opportunities for students within district programs, such as SACC, broadcasting, catering, and photography.	● Complete a thorough analysis of existing student leadership opportunities at the high school level by December 1, 2024, and present an action plan to enhance opportunities for students on December 17, 2024. ● Presentation to the Board of Education on Career and Technical Education (CTE) and Science, Technology, Engineering, Arts and Mathematics (STEAM) implementation updates and recommendations for next school year on May 13, 2025. ● Increase student participation in extracurricular, co-curricular, or leadership activities by 5% year-over-year as a result of incorporating their choices and preferences.

GOAL #3 – CONNECTING BEYOND our CLASSROOMS - Provide resources, opportunities, and experiences for our students to connect to the world beyond their classrooms and to become informed and empathetic agents of change in the world.		
Action	Major Activities	Indicators of Success
3. To develop a comprehensive framework that promotes and provides educational opportunities centered on environmental responsibility, resource conservation, and sustainable practices within the district.	● Establish partnerships with outside entities to support Cherry Hill Public Schools Sustainable goals. ● Expand experiences beyond the classroom to incorporate climate change education in grades K-12 using an interdisciplinary approach. Through the Sustainability Committee, generate a comprehensive 5-year Sustainability Plan that outlines educational goals, resource conservation best practices, and district and community engagement to guide the district's sustainability efforts.	● Through the Board of Education, vote on a resolution to partner with Sustainable Jersey, a state leader in guiding sustainability initiatives in schools. ● Climate Change community outreach programs. ● Cross- content climate change pollinator project. ● Community climate learning collaboration with Stockton University and the Cherry Hill Environmental Board. ● Increase the size of the Cherry Hill Action and Sustainability Team with members of each school's green teams.