



CHERRY HILL PUBLIC SCHOOLS

2025-2026 District Goals

End-of-Year Progress Report

Prepared by Dr. Kwame R. Morton, Sr., Superintendent | June 23, 2026

EXECUTIVE SUMMARY

The 2025–2026 school year reflects a period of meaningful progress and sustained achievement for Cherry Hill Public Schools. Across all five strategic priority areas, the district demonstrated a continued commitment to advancing student outcomes, strengthening operational effectiveness, and deepening community engagement. As we close the academic year, we are pleased to report that the district’s goals for 2025–2026 have been successfully met and are in the final stages of full implementation.

This report provides a comprehensive and transparent account of progress toward each district goal. These accomplishments would not have been possible without the collective dedication of our administrators, teachers, support staff, students, and families. I extend my sincere appreciation to all who contributed to this work and to the continued advancement of our district.

AT A GLANCE: 2025-2026 District Goals Status Summary

Priority Area	Focus Area	Year-End Status
Priority 1	Academic Achievement & Outcomes	COMPLETE
Priority 2	Operational Excellence	COMPLETE
Priority 3	Aligning Student Supports	COMPLETE
Priority 4	Climate & Family Engagement	COMPLETE
Priority 5	Staff Recruitment & Retention	COMPLETE

PRIORITY 1

Academic Achievement and OutcomesSTATUS
COMPLETE

The district has made meaningful, measurable progress toward our 2030 academic achievement goals across all four focus areas: career readiness, data-driven instruction, experiential learning, and early childhood education. With most annual tasks now complete and only a handful in final-stage data collection, Priority 1 concludes the year in strong standing.

Career Readiness

The district significantly advanced its K-12 career readiness framework this year. Career readiness standards are now embedded across all curricular areas, verified through Rubicon Atlas curriculum mapping. The high school Course of Study Booklet was revamped to feature 12 distinct career pathways under a new "Pathways to Possibilities" section, with counselors and teachers trained to guide students through each pathway. A district-wide tracking system for student participation in career readiness activities has been implemented.

- Career readiness standards embedded throughout the K-12 curriculum
- 12 distinct career pathways introduced in the revised high school Course of Study Booklet
- Rutgers University Fall Semester dual enrollment catalog published for rising seniors
- District-wide framework with grade-specific milestones established, integrating real-world applications and project-based learning
- Student participation tracking system implemented for data-informed planning

Data-Driven Instruction

A rigorous quarterly data review cycle was maintained throughout the year across literacy, mathematics, and science at both elementary and secondary levels. C&I Supervisors regularly met with administrators to disaggregate benchmark data and develop school-level action plans.

Key Performance Indicator	Progress / Status
Math Benchmark Participation (MP1)	89.5% of students participated
Math Benchmark Participation (MP2)	87.4% participation
Grade 8 Algebra 1 Readiness	Identification process completed across all three middle schools; baseline data established
Quarterly Data Reviews (Literacy/Math/Science)	Completed at elementary and secondary levels each quarter; action plans developed
Science Benchmarks	Window closing June 2026; final data anticipated within days of year-end

Experiential Learning

The district built a robust experiential learning infrastructure in Year 1. A centralized online platform was launched to showcase opportunities including internships, job shadowing, service-learning, and specialized coursework. A formalized partner onboarding process was established, and partnerships with local businesses, community organizations, and universities were cultivated and expanded throughout the year.

- Centralized experiential learning platform launched and active
- Formalized partner onboarding process developed with clear expectations, roles, and benefits
- Tracking system with demographic data implemented to monitor equitable access
- Year 1 participation data analyzed to identify gaps in access; findings to inform future planning and expansion
- Community and university relationships built and expanded district-wide

Early Childhood Education

The district's preschool expansion continued on schedule in 2025-2026. Preschool Round Up and Preschool Sneak Peeks events were held in August 2025, successfully supporting all incoming students. All 16 new classrooms (at Kilmer Elementary and Malberg ECC) opened on schedule in January 2026, expanding high-quality early childhood access in alignment with Preschool Expansion Aid (PEA) funding.

- 16 new preschool classrooms opened on schedule, fully staffed with certified early childhood educators
- Transitional events (Preschool Round Up, Sneak Peeks) held for 100% of incoming preschool students
- Age-appropriate materials, furniture, and technology provided across all new classrooms
- Community engagement strengthened through family sessions, partnership opportunities, and feedback loops
- Collaboration with special education stakeholders ongoing to enhance preschool as an early intervention vehicle

PRIORITY 2

Operational ExcellenceSTATUS
COMPLETE

Priority 2 has reached completion, with the vast majority of tasks successfully accomplished across elementary redistricting, bond construction, facility management, and community transparency. This priority reflects the district's commitment to responsible stewardship, transparent governance, and strategic planning for the future.

Elementary Redistricting

The district completed a comprehensive, adaptive, community-centered redistricting process from start to finish. The elementary redistricting proposal was finalized and presented to the Board of Education in February 2026. The recommendation was modified based upon the availability of additional information received regarding the projected impact of new construction.

- Redistricting proposal presented to the Board of Education on February 11, 2026, adapted in May 2026 to reflect new data received from Cherry Hill Township
- Implementation process completed by June 15, 2026, featuring structured meetings and ongoing community engagement
- Monthly Steering Committee meetings held throughout the year to review data, analyze feedback, and refine proposals
- Community input sessions held at Cherry Hill High School East (November 13), High School West (November 18), and virtually (November 20)
- BOE Elementary Redistricting Committee meetings held October through May to ensure Board-level involvement throughout the process

Bond Construction & Facilities

The district fulfilled its commitments on Bond construction and facilities management. All Bond projects were completed on time and within budget by June 16, 2026, and all facilities meet or exceed ADA and safety standards.

Key Performance Indicator	Progress / Status
Bond Construction Projects	All projects completed by June 16, 2026, on time and within budget
ADA & Safety Standards	All Bond project sites confirmed compliant by January 21, 2026
Annual Health & Safety Checklists	Completed and filed January 21, 2026
Standardized Inspection Protocols	Developed and implemented by May 13, 2026
Community Transparency Updates	Regular accessible updates provided throughout the year
Comprehensive Facilities Status Report	In progress; scheduled as a triennial report to inform the long-range facilities plan

Facilities Reporting Mechanism (ClearGov)

Integration in progress; anticipated completion aligned with ClearGov platform launch

District Transparency Dashboard

The district made significant strides in continuing to expand the community-facing data dashboard platform. Data visualizations were improved and a consistent update schedule established. New data categories including student growth metrics and performance indicators were added for use by district staff. A financial data transparency platform has been identified, and it will be launched in July 2026.

- New data categories integrated into the dashboard
- Charts and graphs improved for clarity and community accessibility
- Consistent update schedule established; dashboard usage monitored via analytics
- Navigation guides developed and distributed to parents and staff
- Financial dashboard component anticipated to go live in July 2026, with communication campaign to follow
- Mobile optimization in progress in collaboration with the Schoolytics team

PRIORITY 3

Aligning Student SupportsSTATUS
COMPLETE

Priority 3 has reached full completion, with all tasks successfully finished by June 19, 2026. This priority reflects the district's commitment to ensuring that every student receives the support they need to thrive, particularly students with disabilities and those requiring academic intervention.

Multi-Tiered Systems of Support (MTSS / NJTSS)

The district strengthened its MTSS/NJTSS infrastructure through professional development, universal screening, and consistent data analysis. Professional development on New Jersey Tiered Systems of Supports (NJTSS) efforts was provided district-wide to enhance consistency and impact across all schools.

- Universal screening assessments identified and implemented, supporting early identification of student needs (completed January 2, 2026)
- Professional development on NJTSS efforts delivered to staff district-wide
- Program evaluations of classroom practices and interventions completed (May 12, 2026)
- Student growth among students receiving interventions analyzed and tracked consistently throughout the year

Inclusive Education & Special Education Programs

The district continued to expand and enhance its inclusive education programs. A comprehensive program evaluation for student support systems was completed on June 18, 2026, and will inform next year's planning and resource allocation.

- Program evaluation for all student support systems completed June 18, 2026
- Professional development on supporting students with learning differences provided to all building staff
- Family and community engagement enhanced to more fully involve families of students with disabilities
- Collaboration with SEPAG maintained through family events and ongoing information sharing (completed June 19, 2026)

PRIORITY 4

Climate & Family EngagementSTATUS
COMPLETE

Priority 4 has been fully completed, with all tasks across student government, Labor Management Collaborative (LMC) operations, community engagement, school climate efforts, and student support services marked complete by mid-June 2026. This priority reflects the district's deep commitment to building a culture of trust, collaboration, and shared purpose.

Student Government

The Superintendent's Student Advisory Council served as a central driver of student voice and leadership development across the district, creating meaningful opportunities for students to influence school culture and support their peers. Comprised of student leaders from both high schools, the Council engaged in ongoing leadership training, cross-district collaboration, and direct outreach to younger students, strengthening connections across all grade levels.

A signature accomplishment of the Council was the planning and facilitation of the district's Student Leadership Day, which brought together 120 students from grades 5–12. This event created a powerful cross-grade learning experience where students engaged in leadership activities focused on communication, collaboration, and problem solving, while high school leaders modeled positive leadership behaviors for younger participants.

- The Superintendent's Student Advisory Council established a clear structure for elevating student voice and leadership across the district
- Student leaders met regularly to plan, collaborate, and advance efforts that positively impacted students at all levels
- The Council successfully designed and facilitated Student Leadership Day, engaging 120 students in a districtwide leadership experience that built skills and strengthened student connections
- Student leadership efforts were recognized and celebrated, reinforcing the importance of student agency and contribution across the district

Labor Management Collaborative (LMC)

LMC-related goals were achieved, with a strong foundation established to support consistent collaboration and problem-solving across the district. While communication tools such as newsletters varied in frequency, the overall objectives of clarifying roles, strengthening structures, and advancing collaborative practices were successfully met.

- Defined clear roles and responsibilities for all LMC team members across all schools
- All schools maintained active building based LMC teams
- Developed and implemented a standardized framework for LMC operations, including meeting schedules and goal-setting processes
- Hosted district-wide LMC meetings to support team effectiveness
- Completed key LMC deliverables by June 1, 2026, reinforcing sustainable structures for continued work

Community Engagement & School Climate

The district strengthened community engagement and advanced a positive district climate through a series of high-impact, community-facing experiences, consistent communication, and intentional structures for feedback. This work culminated in several capstone events that elevated student leadership, strengthened partnerships, and reinforced transparency, including BOE in Our Schools Day, the district's hosting of the NJDOE Commissioner of Education, Student Leadership Day, Superintendent's Community Advisory Panel, and ribbon cutting ceremonies celebrating the opening of new elementary APRs, just to name a few.

These experiences reflected a deliberate effort to bring students, families, staff, and community members into authentic dialogue while showcasing the strength of our schools, our facilities investment, and the connections that define the Cherry Hill community. Across all buildings, efforts to enhance school climate remained a priority, resulting in welcoming, inclusive environments that support student well-being and engagement.

- District milestones, student achievements, and key efforts highlighted through consistent monthly communications
- Digital and social media engagement analyzed and reported to the Board of Education (December 2025 and May 2026), strengthening transparency and outreach
- Community forums and engagement opportunities structured to promote meaningful two-way dialogue, with follow-up actions shared through district communication channels
- Successful execution of capstone engagement events, including BOE in Our Schools Day, Student Leadership Day, hosting of the NJDOE Commissioner, and ribbon cutting events for new elementary APRs, with each reinforcing community connection, district pride, and investment in student experience
- Hosted several meetings of the Superintendent's Community Advisory Panel to foster building community ambassadors
- Student support services aligned to identified needs, supported by a comprehensive system to track interventions and outcomes
- School climate enhanced through building-level initiatives, physical environment improvements, and peer mentorship programs that foster belonging and safety
- Community partnerships expanded to increase access to resources and strengthen outreach efforts
- Community members recognized for their contributions and feedback, reinforcing a culture of shared responsibility and engagement

PRIORITY 5

Staff Recruitment and RetentionSTATUS
COMPLETE

Priority 5 has reached completion, with 14 of 16 tasks fully accomplished. Across the academic year, the district successfully built foundational systems for recruitment, retention, staff support, and professional development. Two tasks related to staff feedback tools and professional development on communication techniques are being carried forward for 2026-2027 planning.

Recruitment

The district modernized and expanded its recruitment practices, building stronger pipelines for diverse and highly qualified candidates.

- Strong collaborations built with universities and colleges to attract diverse, qualified candidates
- Early interview opportunities offered for exceptional student teachers identified by cooperating teachers and universities
- Mentorship and professional development provided to student teachers with pathways to permanent positions
- Recruitment metrics tracked and shared with district leadership; baseline data established for future benchmarking

Retention & Staff Support

The district invested in staff wellness, professional growth, and school culture to foster an environment where employees feel valued and supported.

Key Performance Indicator	Progress / Status
Staff satisfaction & performance analysis	Completed June 18, 2026; data to guide 2026-2027 workforce strategy
Comprehensive staff support framework	Developed including mentorship, mental health resources, and wellness initiatives
Professional development expansion	Workshops, certifications, leadership training, and peer-led sessions offered; completed June 18, 2026
Recognition & morale programs	Implemented district-wide; team-building and collaborative initiatives launched
Retention monitoring	Exit interviews and feedback data collected; lessons learned to inform future planning
Staff-driven facilities improvements	Staff engaged in identifying and prioritizing physical environment enhancements (May 2026)
Feedback tools for staff experiences	In progress; NJSCI survey under consideration for carry-forward into 2026-2027

PD on communication techniques

Substantially completed through Preschool Academy PLC and in-service; status to be confirmed for formal close

Professional Development

The district co-planned professional development with staff through district in-service days, LMC teams and PLC Coordinators, ensuring training is aligned with the unique needs of each school community.

- Mentorship frameworks co-designed with staff at the school level (completed June 15, 2026)
- Communication protocols developed tailored to each school community's needs
- Collaborative workshops developed to strengthen staff-family partnerships

LOOKING AHEAD TO 2026-2027

Building on a Strong Foundation

As we look ahead to the 2026-2027 school year, Cherry Hill Public Schools enters with significant momentum. The systems, frameworks, and partnerships built this year provide a strong foundation for continued growth. The following areas will receive priority attention in the coming year:

- Continuation of the 5-year trajectory toward 2030 academic proficiency targets in math, literacy, and science, guided by Year 1 baseline data
- Full launch of the Community Transparency Dashboard financial component (anticipated July 2026) with a district-wide communication campaign
- Expansion of experiential learning partnerships and equitable access
- Application of MTSS/NJTSS program evaluation findings to refine intervention programs and allocation of supports
- Expansion of inclusive supports and staff training to better serve students with diverse learning, behavioral, and social-emotional needs
- Carry-forward of two open Priority 5 tasks (staff feedback tools and PD on communication techniques) into the 2026-2027 planning cycle

A Message from the Superintendent

The progress reflected in this report is a testament to the collective commitment of the entire Cherry Hill Public Schools community. Our students, families, staff, and community partners have worked together with purpose and resolve to advance a shared vision of excellence, equity, and opportunity for each learner.

I am deeply proud of what we have accomplished this year and even more energized by what lies ahead. As we enter the 2026–2027 school year, we do so with clear direction, strengthened systems, and a commitment to ensuring that every child is known, supported, and positioned for success.

Dr. Kwame R. Morton, Sr. | Superintendent of Schools | Cherry Hill Public Schools

