

Readington Township Public Schools

Strategic Plan



2020-2025

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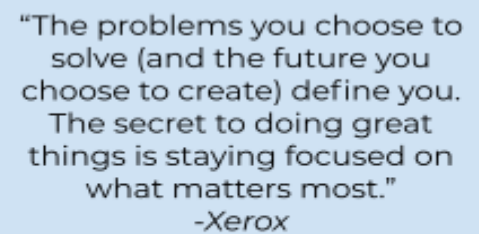
Introduction

“Every great advance...has issued forth from a new audacity of the imagination.” - John Dewey

Dear Members of the Readington School Community,

Welcome to the Readington Township School District Strategic Plan document! Our district is pleased to have you inquire as to what our strategic plan consists of. This document provides you with background about strategic planning, outlines the timeline used, and details our strategic goals for the next several years. Overall, this strategic plan is not about radically changing the face of education. Rather, our plan reinforces and builds upon our organizational strengths. We have found that our school district already has foundations in academic excellence and our strategic work continues this excellence.

Perhaps the most important part of strategic planning is stakeholder input and investment. Strategic planning is a process that demands the insights of the many voices in an organization. This is our foundation at its core. You will see through our process, we invited the voices of all school community constituents to provide input. The value of our strategic plan lies in the inclusionary nature of the mission statement and goals. We are proud to have had so much input. Second, strategic planning provides an organization with focus. Daniel Goleman (2013) states, “Focus is the hidden driver of excellence.” Our plan pinpoints three district goals. Our aim is to link organizational decision-making and strategy back to each goal. As long as we are able to say that our district actions revolve around our mission and goals, we know we are providing focus with the future direction. “The future is not a far-off point: It arrives in daily doses that must be noticed and understood” (Govindarajan, 2016).



“The problems you choose to solve (and the future you choose to create) define you. The secret to doing great things is staying focused on what matters most.”
-Xerox

“Strategic planning is the process of documenting and establishing a direction for your organization - by assessing both where you are and where you’re going” (adapted from Vo, 2018). To this end, our district’s strategic planning Core Leadership Team looked to define the following:

- Who is here? (i.e. Who is in the room to develop the plan?)
- What are we here? (i.e. What is the work to be done? What is our charge?)
- What is Readington School District today? ...And what is our chance to advance a new reality?
- These became our essential questions to set a vision for the future.

Part of our journey included the COVID-19 pandemic. As you may see from the timeline below, our strategic plan was in the final stages of development when the school district was closed at the end of the 2020 school year. Upon reopening in September of 2020 we remained peripherally focused on our goals, as our primary focus was to maintain open, healthy and safe schools during the pandemic. This work was impacted by the pandemic but we continued to keep tethered to our goals in unexpected ways by infusing more virtual learning

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opportunities, creating virtual partnerships, exploring resources to help families in need. All of this assisted us in refocusing our mission and goals to this final document.

In the end, the mission statement and strategic goals listed on the forthcoming pages are provided to you as our future direction for the district. This roadmap will deliver our district to the next great adventure for our students.

Sincerely,

Jonathan Hart, Ph.D.
Superintendent of Schools

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Narrative About the Readington Township Public School District

The Readington Township Public School District is located in beautiful Hunterdon County. The district is a regional K-8 district serving approximately 1,400 students with 190 certificated staff members. Students attend high school at Hunterdon Central Regional High School. Our students have opportunities to explore various curricular and co-curricular offerings including clubs, sports, and projects related to environmental sustainability. Our district boasts positive support from our parents and community. We are fortunate to have the Home School Association (HSA), which also consists of a Fine and Performing Arts Subcommittee, to provide rich cultural programs at all schools. Funds in the form of mini-grants are given to teachers for innovative projects.

Readington Township School District's exemplary literacy program embodies writing workshops, word study/phonics, guided reading, and reading workshop. Math instruction is guided by the NJ Student Learning Standards, with advanced levels of instruction beginning in third grade. Some of our students complete Algebra II by the end of their 8th grade year. Science and social studies classes are taught by our highly qualified, knowledgeable educators in a way that brings research, inquiry, and history to life. Our middle school offers students the opportunity to take electives in the arts, music, coding, and financial literacy.

All four of our district schools have achieved Sustainable Jersey Awards. Whitehouse School can also be proud of being named a National School of Character. All four of our schools have been recognized as Green Ribbon Schools from the U.S. Department of Education for our efforts with sustainability and green initiatives. We are incredibly proud of these achievements and continue to ensure that our schools are stewards of good character and environmental responsibility.

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Review of The Strategic Planning Process and Dates

The strategic planning process began in the 2019-2020 school year. The process included the following timeline to gather input from all stakeholders in our community.

Spring 2019 - A consultant was identified to facilitate the strategic planning process.

September 2019 - Introductory letter sent to the school community introducing the strategic planning process and timeline.

September 2019 - Surveys were constructed for the following groups: faculty/staff, parents, administrators, students, and community members.

September 2019 - Focus group/individual meetings were held with the consultant. These meetings included various members of the school community such as: Board of Education members, administrators, members of the Readington Township Education Association (RTEA), the high school administration, the Home and School Association (HSA), faculty members and students.

October 2019 - Surveys were administered to all groups listed above. The surveys closed early November 2019.

October 2019 - Open Community Forum meetings were held with the consultant.

November-December 2019 - Survey data was compiled by the consultant.

January 2020 - A Core Leadership Team was developed. This team included Board of Education members, administrators, staff, parents, HSA members, RTEA members, and at least one community member.

The Core Leadership Team was tasked with reviewing all of the data collected from meetings, focus groups, community forums, and surveys in order to develop a mission statement and strategic goals for the district.

January 2020 - A presentation was made to the Board of Education and subsequent adoption of the strategic goals.

January-February 2020 - One administrator and one teacher were appointed the chairpersons of each of our three (3) goals. They discussed and selected various members of the certificated teaching staff to serve on a committee that would develop action steps for each of the goals.

March-May 2020 - The goal chairpersons and committees developed action steps for the next 18 months.

May 2020 - The goals and action steps were presented to the Board of Education.

It is important to note that in March of 2020 we found ourselves amid the COVID-19 global pandemic. This resulted in the district using the 2020-2021 school year to explore these goals and pilot activities rather than implement.

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February-June 2021 - The chairpersons and committees met having learned much from the pandemic to rethink the strategic goals. Further input was gathered from the Board of Education via committees.

Our website contains communications, timelines and presentations for the public to view. In order to see more detailed information regarding the strategic plan and process, please visit the following website:

<https://www.readington.k12.nj.us/Page/4864>

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Mission Statement

We empower members of our community to lead purposeful lives with integrity, to cultivate a spirit of discovery, and to embrace connections in our diverse, global society.

Strategic Goals

Inquisitive Learning

Create and establish an inquiry-based framework that values an interest-driven learning environment. Learners will, individually and collaboratively, focus on identifying, analyzing, and solving problems as inquisitive members of their community.

Partnerships

Establish partnerships that foster meaningful educational opportunities on local, regional, and global scales. Prepare all learners to become engaged and productive citizens through service to others, collaboration, and real-world connections.

Social Awareness

Our learners will feel connected, valued, and secure in digital and non-digital learning environments cultivated by a shared sense of community. Every individual will develop skills that promote an awareness of self and others as well as the environment, including the ability to understand the impact of their decisions.

Four Year Action Plans

The action plans below outline the next four (4) years only.

2020-2021- Year 1

2021-2022 - Year 2

2022-2023 - Year 3

2023-2024 - Year 4

2024-2025 - Year 5

It is difficult to project out for the full 5 years. Therefore, we have set our actions on the next 3 (knowing that the 2020-2021 year is complete) in order to set achievable goals. In Year 3 or 4 we will revisit the final year of this action plan.

Inquisitive Learning

Create and establish an inquiry-based framework that values an interest-driven learning environment. Learners will, individually and collaboratively, focus on identifying, analyzing, and solving problems as inquisitive members of their community.

Inquisitive Learning
Sub Goal #1 (IL-1)

Year 1	Year 2	Year 3	Year 4	Final Outcome
<p>Raise awareness of inquiry learning through newsletters, professional development, and the website.</p>	<p>Monitor and sustain awareness of inquiry learning through newsletters, professional development, and the website. Identify professional development (PD) opportunities where inquiry is infused in the curriculum including introducing higher-level questioning/thinking.</p>	<p>Monitor and sustain Implement further systemic PD opportunities outside of the district. Kick off with keynote speaker: https://spencerauthor.com/speaking-and-consulting/ Continue PD on the use of higher level questioning/thinking.</p>	<p>Identify and develop at least 2 “teacher experts” per building to continue PD on inquiry learning and higher level questioning. Check for infusion of higher-level questions/thinking in classrooms.</p>	<p>An inquiry stance integrated part of learning and teaching. This will include incorporating higher-level questioning techniques into instruction and teach students the power of good questioning.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> Monthly announcements to staff and parents in newsletters Parent Night held Teacher Academies In-Service day session Teacher Academy - Book Study on A More Beautiful Question <p>Person(s) Responsible: Supervisor of Math/Sci/Tech Building Principals</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Bi-monthly parent/staff announcements Monthly statements directed to students PD opportunities curated into a list or offered <p>Person(s) Responsible: Building Principals Expert teachers or teacher leaders Supervisor of Math/Sci/Tech Supervisor of PD/Tech</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Workshops or conferences attended Teacher in-service day/faculty meeting offered with at least two required for staff <p>Person(s) Responsible: Supervisor of Math/Sci/Tech Expert teachers or teacher leaders</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Teacher experts providing Teacher Academies Teachers identified Handout of questioning look-fors added to Danielson rubric <p>Person(s) Responsible: All administrators Expert teachers or teacher leaders</p>	

Expert teachers or teacher leaders				
Inquisitive Learning Sub Goal #2 (IL-2)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Introduce interest and learning inventories to pilot.	Implement: Grade 3 will administer interest inventories twice a year to augment passion projects. All other grade levels begin to create a bank of grade-level-appropriate inventories for teachers to choose from	Implement: Grade 3 and 5 will administer interest inventories twice a year to augment passion projects. All other grade finalize a bank of grade-level appropriate inventories for teachers to choose from	Sustain: Grade 3 and 5 will administer interest inventories twice a year to augment passion projects. Implement: Grade 8 will complete interest inventory and career interest inventory to augment passion projects. All other grade finalize a bank of grade-level appropriate inventories for teachers to choose from	Student interest becomes a driver for instruction. Interest inventories are completed twice a year and incorporated into instruction and learning.
<p>Evidence:</p> <ul style="list-style-type: none"> ● RMS Enrichment: Interests/Strengths Inventory via Thrively.com ● RMS Enrichment: problem-solving for UN Global Goals: globalgoals.org <p>Person(s) Responsible: Inquiry Committee Building Principals</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> ● PDP goals ● Google Folder of inventories ● Teacher feedback on how the inventories were used to guide instruction and for students to be self-reflective <p>Person(s) Responsible: Inquiry Committee Building Principals</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> ● PDP goals ● Google Folder of inventories ● Teacher feedback on how the inventories were used to guide instruction and for students to be self-reflective <p>Person(s) Responsible: Inquiry Committee Building Principals</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> ● PDP goals ● Google Folder of inventories ● Teacher feedback on how the inventories were used to guide instruction and for students to be self-reflective ● 8th graders complete capstone and reflective slide <p>Person(s) Responsible: Inquiry Committee Building Principals</p>	
Inquisitive Learning				

Sub Goal #3 (IL-3)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Create opportunities for staff to engage in inquiry projects.	Develop teacher leaders to provide PD opportunities in inquiry. A 3rd cohort of staff will join the inquiry project.	Implement and adjust: A 4th cohort of staff will join the inquiry project. Partners are added to our cohort (i.e. HCRHS)	Implement and adjust: Staff members will begin to take ownership of the inquiry project professional development series by promoting and recruiting staff to participate in workshops. Staff will develop their own inquiry projects and seek out opportunities for presentation and publication.	A culture of teacher inquiry is cultivated whereby staff pursue their own action research topic.
<p>Evidence:</p> <ul style="list-style-type: none"> Teacher Academy Present at In-service <p>Person(s) Responsible: Jonathan Hart Teacher Leaders</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Teacher leader training Staff participation in inquiry project Publication/presentation submissions <p>Person(s) Responsible: Superintendents at Readington and HCRHS Teacher Leaders Supervisor of PD/Tech</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Staff participation in inquiry project including HCRHS Publication/presentation submissions <p>Person(s) Responsible: Superintendents at Readington and HCRHS Teacher Leaders</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Staff participation in inquiry project including HCRHS Publication/presentation submissions <p>Person(s) Responsible: Superintendents at Readington and HCRHS Teacher Leaders</p>	
Inquisitive Learning Sub Goal #4 (IL-4)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Pilot student passion projects in certain grade-levels/teachers (also linked to Partnership Goal)	Monitor and adjust: All third-grade students will create a passion project and incorporate a “now I wonder”	Implement and adjust: All third-grade students will create a passion project and incorporate a “now I wonder”	Implement: All third-grade students will create a passion project and incorporate a “now I wonder” section into	Student passions and learning interests are promoted and embedded in instruction at key points throughout a

	<p>section into their research writing. Implement: All 4-5 grade students and teachers will take the Discover Lab course. Provide 5th grade teachers with PD during Discover Lab to develop student passion projects and all students/class design a unique project in Discover Lab. Pilot: 8th grade staff begin to develop and explore an 8th grade capstone project.</p>	<p>section into their research writing. Implement: All 4-5 grade students and teachers will take the Discover Lab course. All 5th grade students create a passion project of their own. Pilot: 8th grade staff begin to pilot an 8th grade passion project. Investigate: RMS Encore classes that promote inquiry (i.e. Entrepreneurship class)</p>	<p>their research writing. Implement and adjust: All 4-5 grade students and teachers will take the Discover Lab course. All 5th grade students create a passion project of their own. Implement: 8th grade staff begin to implement an 8th grade passion project. Pilot: RMS Encore classes that promote inquiry (i.e. Entrepreneurship class)</p>	<p>child’s educational career.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • Third grade GT projects • Third grade students incorporating inquiry into literacy research <p>Person(s) Responsible: Inquiry Committee K-3 Building Principals 3rd grade teachers</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> • Third grade students incorporating inquiry into literacy research • Grade 4-5 PD • 8th grade framework for potential capstone project • Inquiry PD presentations <p>Person(s) Responsible: Inquiry Committee Building Principals 3rd, 5th, 8th grade teachers</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> • Grade 3 projects • Grade 5 projects • Grade 8 framework for potential capstone project • RMS investigation of Encore class • Inquiry PD presentations <p>Person(s) Responsible: Inquiry Committee Building Principals 3rd, 5th, 8th grade teachers</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> • Grade 3 projects • Grade 5 projects • Grade 8 projects • RMS pilot of Encore class • Inquiry PD presentations <p>Person(s) Responsible: Inquiry Committee Building Principals 3rd, 5th, 8th grade teachers</p>	

Partnerships

Establish partnerships that foster meaningful educational opportunities on local, regional, and global scales. Prepare all learners to become engaged and productive citizens through service to others, collaboration, and real-world connections.

Partnerships
Sub Goal #1 (P-1)

Year 1	Year 2	Year 3	Year 4	Final Outcome
<p>Curate a bank that explores local, state, federal, and global partners linked to the curriculum.</p>	<p>Organize, monitor and sustain a K-8 bank of local, state, federal, and global partners linked to the curriculum.</p> <p>Share data collection instruments with all principals and identify at least two partnerships occurring at each grade with one focusing on sustainability, climate change or digital citizenship.</p>	<p>Revisit and update a K-8 bank of local, state, federal, and global partners linked to the curriculum.</p>	<p>Revisit and update a K-8 bank of local, state, federal, and global partners linked to the curriculum.</p>	<p>Teachers will consistently integrate partnerships to enhance learning activities. With a focus on curating patterns who support our efforts in sustainability.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> Working Google form <p>Person(s) Responsible: Partnerships Committee Building Principals Supervisors</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Enhanced Google Form K-8 Faculty Meeting time to collect more entries Lesson plans using partnerships <p>Person(s) Responsible: Partnerships Committee Building Principals Supervisors</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Faculty Meeting time to update entries Updated partnership document <p>Person(s) Responsible: Partnerships Committee Building Principals Supervisors</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Faculty Meeting time to update entries Updated partnership document <p>Person(s) Responsible: Partnerships Committee Building Principals Supervisors</p>	

Partnerships Sub Goal #2 (P-2)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Create a bank of local resources for families in need.	Organize, monitor and sustain Enhance a K-8 bank of local resources for families in need. Add resources to the website.	Revisit, update, and train staff on K-8 bank of local resources for families in need. Add resources to the website.	Revisit, update, and train staff on K-8 bank of local resources for families in need. Add resources to the website.	The district will further develop ways to promote equity by providing families with resources for assistance.
Evidence: <ul style="list-style-type: none"> Created a document entitled, Global Outreach Websites Person(s) Responsible: WHS School Nurse, WHS School Counselor	Anticipated Evidence: <ul style="list-style-type: none"> Faculty Meeting time to collect more entries Website Person(s) Responsible: WHS School Nurse, WHS School Counselor (turnkey) All Principals SEL Supervisor	Anticipated Evidence: <ul style="list-style-type: none"> Faculty Meeting time to collect more entries Website Person(s) Responsible: All Principals SEL Supervisor Director of Pupil Services All Counselors All Nurses	Anticipated Evidence: <ul style="list-style-type: none"> Faculty Meeting time to collect more entries Website Person(s) Responsible: All Principals SEL Supervisor Director of Pupil Services All Counselors All Nurses	
Partnerships Sub Goal #3 (P-3)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Pilot virtual field trips.	Revise and adjust: Teachers will use virtual fields once again at all grade levels K-8 and each grade level will identify at least 2 trips to continue and add to the curriculum. Each grade-level will identify a trip focusing on: digital citizenship, climate change, or sustainability.	Implement: Each grade level will identify at least 2 trips and ensure those are added to the curriculum, lesson plans and website.	Monitor and sustain: Each grade level will identify at least 2 trips and ensure those are added to the curriculum, lesson plans and website.	Students will gain understanding of all curricular topics through virtual field trips. Trips may focus on enhancing sustainability, digital citizenship, and climate change curriculum.

<p>Evidence:</p> <ul style="list-style-type: none"> Teachers who chose to pilot virtual field trips as a PDP goal will complete the Virtual Field Trip Feedback Form afterward <p>Person(s) Responsible: Curriculum Supervisors Building Principals Grade-level Representatives</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Teacher PDP goal to integrate more than one field trip into the curricula K-8 Directory of virtual field trips Lesson plans <p>Person(s) Responsible: Curriculum Supervisors Building Principals Classroom Teachers Partnerships Committee</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Teacher PDP goal to integrate more than one field trip into the curricula K-8 Directory of virtual field trips Lesson plans Website <p>Person(s) Responsible: Curriculum Supervisors Building Principals Classroom Teachers Partnerships Committee</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Teacher PDP goal to integrate more than one field trip into the curricula K-8 Directory of virtual field trips Lesson plans Website <p>Person(s) Responsible: Curriculum Supervisors Building Principals Classroom Teachers Partnerships Committee</p>	
<p>Partnerships Sub Goal #4 (P-4)</p>				
<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Final Outcome</p>
<p>Pilot student Passion Projects based on teacher interest during PDP goal selection. Teachers should incorporate a link to community partnerships (also linked to Inquisitive Learning Goal)</p>	<p>The student inquiry/passion project will do the following: Identify opportunities infuse partnerships and/or service.</p>	<p>The student inquiry/passion project will do the following: Identify opportunities infuse partnerships and/or service.</p>	<p>The student inquiry/passion project will do the following: Identify opportunities infuse partnerships and/or service.</p>	<p>Student inquiry projects will be enhanced through various partnerships. Older students and peers develop presentation skills by sharing projects with lower grade levels and/or classmates to increase interest.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> Students complete the project and present it to the class. <p>Person(s) Responsible: Partnerships Committee</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Students complete the project and present it to the class. Evidence of partnership or service. 	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Students complete the project and present it to the class. Evidence of partnership or service. 	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Students complete the project and present it to the class. Evidence of partnership or service. 	

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Building Principals	Person(s) Responsible: Partnerships Committee Building Principals Grade-level Teachers	Person(s) Responsible: Partnerships Committee Building Principals Grade-level Teachers	Person(s) Responsible: Partnerships Committee Building Principals Grade-level Teachers	
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Extensions:

*Grade 5 Passion Projects should contain a component in which students identify how their topic applies or relates to the larger world.

**Grade 8 Passion Projects should contain a component in which students adopt a cause and enact change (e.g. social justice, sustainability, Autism Awareness, etc.) *Possibility: RMS Student Academy Day could involve sharing capstone projects with parents or the larger community.*

Social Awareness				
Our learners will feel connected, valued, and secure in digital and non-digital learning environments cultivated by a shared sense of community. Every individual will develop skills that promote an awareness of self and others as well as the environment, including the ability to understand the impact of their decisions.				
Social Awareness Sub Goal #1 (SA-1)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Develop and share SEL parent information sessions at least four times in the school year.	Develop videos for a library and/or podcasts on SEL and sustainability. Integrate student-led work on sustainability.	Implement, monitor and sustain Embed a culture of videos, podcasts, and parent evenings that focus on SEL and sustainability	Monitor and Sustain	Enhance parent and community education in topics related to SEL (Social Emotional Learning). Specific topics to include, SEL, sustainability, and other related topics. (Webinars, videos, and Podcasts that include student involvement.)
Evidence: <ul style="list-style-type: none"> • Presentation recordings on district SEL webpage • Agendas and Planning Sessions Person(s) Responsible: District SEL Committee	Anticipated Evidence: <ul style="list-style-type: none"> • Videos • Podcasts Person(s) Responsible: District SEL Committee SEL Supervisor	Anticipated Evidence: <ul style="list-style-type: none"> • Videos • Podcasts Person(s) Responsible: District SEL Committee SEL Supervisor	Anticipated Evidence: <ul style="list-style-type: none"> • Videos • Podcasts Person(s) Responsible: District SEL Committee SEL Supervisor	
Social Awareness Sub Goal #2 (SA-2)				
Year 1	Year 2	Year 3	Year 4	Final Outcome
Apply for and receive the Child Assault and Prevention Grant and provide training for staff, students and parents grades 3-8.	Pilot: Mental health Aevium Curriculum grades 8, 5, and 2 Implement and adjust: Plan and integrate Hunterdon Behavioral Health (RMS) Implement: Apply for and receive the Child Assault and	Monitor and sustain: Mental health Aevium Curriculum integration Implement and adjust: Integration of Hunterdon Behavioral Health Implement: Apply for and	Monitor and sustain: Mental health Aevium Curriculum integration Monitor and sustain: Integration of Hunterdon Behavioral Health Implement: Apply for and	Build student mental health support to optimize self-awareness, positive relationships, and improved learning outcomes.

	Prevention Grant and provide training for staff, students and parents grades 3-8.	receive the Child Assault and Prevention Grant and provide training for staff, students and parents grades 3-8.	receive the Child Assault and Prevention Grant and provide training for staff, students and parents grades 3-8.	
<p>Evidence:</p> <ul style="list-style-type: none"> Grant was accepted and program was implemented. <p>Person(s) Responsible: Counseling Department SEL Supervisor</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Curriculum pilot feedback/survey Climate survey Tracking of mental health referrals <p>Person(s) Responsible: Counseling Department SEL Supervisor</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Climate survey Tracking of mental health referrals <p>Person(s) Responsible: Counseling Department SEL Supervisor Health/PE Supervisor</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Climate survey Tracking of mental health referrals <p>Person(s) Responsible: Counseling Department SEL Supervisor Health/PE Supervisor</p>	
<p>Social Awareness Sub Goal #3 (SA-3)</p>				
Year 1	Year 2	Year 3	Year 4	Final Outcome
<p>Plan and implement lessons and activities to celebrate, educate and recognize diversity and promote inclusion throughout the school year.</p>	<p>Plan: Focus on training of DEI for the leadership team. Empower the leadership team to design plans to promote DEI into various aspects of the school community, such as: policy, curriculum, operations, discipline practices etc.</p> <p>Plan: Assemble a district-wide diversity, equity, and inclusion committee consisting of staff members, administrators, and a board member and parents.</p> <p>Plan: Identify opportunities to work with HCRHS.</p>	<p>Implement and adjust: Action plan for DEI into practice.</p> <p>Plan and implement: Work with DEI Committee and equity consultants to plan opportunities and events to train and inform staff, parents, guardians, and community members on concepts relating to diversity, equity, and inclusion.</p> <p>Plan and implement: Identify opportunities to work with HCRHS.</p>	<p>Monitor and adjust DEI practices and policies.</p> <p>Monitor and adjust: Work with DEI Committee and equity consultants to plan opportunities and events to train and inform staff, parents, guardians, and community members on concepts relating to diversity, equity, and inclusion.</p>	<p>Promote diversity, equity, and inclusion (DEI) throughout our district. Develop an inclusive environment for all individuals of our community.</p>

<p>Evidence:</p> <ul style="list-style-type: none"> Inclusive calendar, monthly celebrations, purchasing of inclusive and diverse literature for classroom libraries and book rooms. <p>Person(s) Responsible: Leadership Team</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> August 24th Administration Training on DEI presented by our equity consultants. Action plan for DEI work <p>Person(s) Responsible: DEI Consultants Leadership Team DEI Committee HCRHS Superintendent</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Agendas and progress monitoring of implementation Recorded presentations Participation Feedback Surveys <p>Person(s) Responsible: DEI Committee SEL Supervisor HCRHS Superintendent</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> Recorded presentations Participation Feedback Surveys <p>Person(s) Responsible: DEI Committee SEL Supervisor</p>	
<p>Social Awareness Sub Goal #4 (SA-4)</p>				
<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Final Outcome</p>
<p>Implementation of SEL mission statement and Universal Tier 1 SEL Scope and Sequence in all school buildings.</p>	<p>Monitor and adjust: The implementation of Tier 1 SEL Scope and Sequence. Pilot: Mental health curriculum as part of the MTSS Implement: Implementation and coordination of tier 2 and tier 3 services using Hunterdon Behavioral Health. Implement: “Leader in me” teacher academy Create a roll-out plan to pilot Leader in Me programming. See Leader in Me 5 year plan for RMS ONLY</p>	<p>Monitor and adjust the implementation of a 3 tier model using services from Hunterdon Behavioral Health. Plan Leader in me programming. Provide Staff training and development Create a student ambassadors program- Aevidum Club</p>	<p>Monitor and Sustain: The 3 tier MTSS for mental health. Adjustments to be made as needed. Monitor and adjust: Leader in Me program</p>	<p>Establish a <u>Multi-tiered SEL system of support</u> (MTSS) for all RMS students. Tier 1- Universal Tier 2- School Counseling Support Tier 3- Mental Health Professional Promote and develop student self advocacy and capacity to be an upstander for one’s self and others.</p>
<p>Evidence:</p>	<p>Anticipated Evidence:</p>	<p>Anticipated Evidence:</p>	<p>Anticipated Evidence:</p>	

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<ul style="list-style-type: none"> • SEL Scope and Sequence • Handbook developed <p>Person(s) Responsible: SEL Supervisor, SEL Committees, Summer Curriculum Writing</p>	<ul style="list-style-type: none"> • Mental Health Curriculum Pilot Lesson Plans • Feedback/surveys on the pilot • Handbook adjustments <p>Person(s) Responsible: Counseling Department Health/PE Department SEL Supervisor</p>	<ul style="list-style-type: none"> • Mental Health Curriculum integration • Handbook adjustments <p>Person(s) Responsible: Counseling Department Health/PE Department SEL and Health/PE Supervisors</p>	<ul style="list-style-type: none"> • Mental Health Curriculum integration • Handbook adjustments <p>Received recognition Person(s) Responsible: SEL Committees Counseling Department Health/PE Department Supervisors</p>	
<p>Social Awareness Sub Goal #5 (SA-5)</p>				
<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Final Outcome</p>
<p>Plan and implement lessons, activities, and initiatives to celebrate, educate and recognize our sustainability efforts and Green initiatives.</p>	<p>Continue programs that allow for application for Sustainable Jersey for Schools for all schools, including developing programs for the Digital Star Recognition for at least one school.</p> <p>Infuse education for sustainability standards and climate change standards.</p>	<p>Monitor and sustain our programs related to Sustainable Jersey and Digital Star</p>	<p>Monitor and sustain our programs related to Sustainable Jersey and Digital Star.</p> <p>Begin making preparations for other schools (if necessary) to receive a digital star.</p>	<p>Through student, staff, and community engagement, we promote our district as one that embraces sustainability and digital citizenship as a shared social responsibility.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • Green School Recognition • Green Committee Meetings <p>Person(s) Responsible: Sarah Pauch Building Principals Green Coordinator</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> • Application to Sustainable Schools <p>Person(s) Responsible: Dr. Hart Sarah Pauch Building Principals Green Coordinator</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> • Recognition(s) • Green Committee Meetings <p>Person(s) Responsible: Building Principals Green Coordinator</p>	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> • Recognition(s) • Green Committee Meetings <p>Person(s) Responsible: Building Principals Green Coordinator</p>	

Key Terms:

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Plan: This term refers to the planning process as part of our goals.

Implement: This term refers to the first year a program or resource will be implemented in the district.

Monitor and adjust/sustain: This term refers to collecting data to monitor program implementation and make adjustments as necessary.

Pilot: This term refers to a small-scale trial of a program.

Apply: This term refers to a specific application for a grant, award or recognition

References and Supporting Research

- General Educational Research:
 - Goldman, Daniel (2013). *Focus: The Hidden Driver of Excellence*. Harper Collins: New York, NY..
 - Govindarajan, Vijay (2016). Planned Opportunism. *Harvard Business Review*. Available at: <https://hbr.org/2016/05/planned-opportunism>
 - Vo, Eric (2021). What is Strategic Planning? *The Hartford*. Available at: <https://sba.thehartford.com/business-management/what-is-strategic-planning/>
- Inquiry Research:
 - Dana, N.F., Yendol-Hoppey, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, 4th edition. Thousand Oaks, CA: Corwin Press.
 - Dana, N.F., Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, 3rd edition. Thousand Oaks, CA: Corwin Press.
 - Murdoch, Kath & Lattanzio, Tania (various resources): <https://www.kathmurdoch.com.au/webinars-to-rent-or-buy>
 - Spencer, John. <https://spencerauthor.com/speaking-and-consulting/>
- Partnerships Research:
 - Civic Education: <https://civiced.rutgers.edu/>
 - The Importance of Educational Partnerships. In: *The Basics of Educational Partnerships: https://www.sagepub.com/sites/default/files/upm-binaries/33868_Chapter1.pdf*
- Social Awareness Research:
 - [Equity, Racism, and Diversity Presentation](#) (HCRHS)
 - Legacy Project Resources: <https://legacyprojectchicago.org/lesson-plans>
 - NJDOE Resources: <https://www.nj.gov/education/equity/resources/>
 - Social Justice Standards: https://www.learningforjustice.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

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Strategic Planning Committee and Chairs

Core Leadership Team Members (as of August 2021)

<p>Administrators Dr. Ann DeRosa, Principal WHS Dr. Jonathan Hart, Superintendent Sharon Moffat, Principal RMS Sarah Pauch, Supervisor Math, Sci, Tech</p> <p>Board of Education Ray Egbert, Member Anna Shinn, Vice President Laura Simon, President</p> <p>Community Member John Albanese, Parent/Twp. Committee</p> <p>Parents Jodi Bettermann, RMS and HSA President Beth Fiore, TBS and HSA Executive VP Alison Manko, HBS and HSA Building Rep. Christina Spring, RMS Parent</p>	<p>Faculty Members Adam Connelly, RMS Counselor Carey-Anne Hendershot, RMS Teacher Kevin Meyer, RMS Teacher and RTEA President Stephanie Singer, RMS Media Specialist Alissa Buelow, HBS Teacher Lori Dribbon, HBS/RMS Teacher Susan Johnson, HBS Teacher Linda Rakowitz, HBS Teacher Linda Riess, HBS Teacher and RTEA Vice President Meryl Vance, HBS Teacher Christine Lewis, TBS Teacher Anne Romano, TBS Media Specialist Kristy Pielock, WHS Teacher Melissa Truempy, WHS Teacher</p>
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Chairpersons and Goal Committees (as of August 2021)

<p>Inquisitive Learning Sarah Pauch (Chair) Christine Lewis (Chair) Robyn Davies Betsy Freeman Sherry Krial Lauren Mahoney Jill Nabozny Jenna Nagel Jillian Tundidor Lori Yukniewicz</p>	<p>Partnerships Dr. Ann DeRosa (Chair) Alissa Buelow (Chair) Tiffany Barca Will Daly Joyce McGibbon Jodi Rehrig Alisa Swider</p>	<p>Social Awareness Anthony Tumolo (Chair) Adam Connolly (Chair) Lindsay Solano Jennelle Dahler Nicole Maraventano Sharon Moffat Cathy Patrick Paul Smith</p>
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