

Strategic Plan Summary

Dr. Jonathan Hart, *Superintendent*

Dr. Ann DeRosa, *WHS Principal*

Sarah Pauch, *Supervisor of Math, Science, Tech*

Anthony Tumolo, *Supervisor of SEL & Special Projects*

April 8, 2025 Board of Education Meeting

2020-2025 District Strategic Goal



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.

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

- Raise awareness of inquiry of inquiry among staff, students, and parents. An inquiry stance integrated part of learning and teaching.

Evidence of Completion:

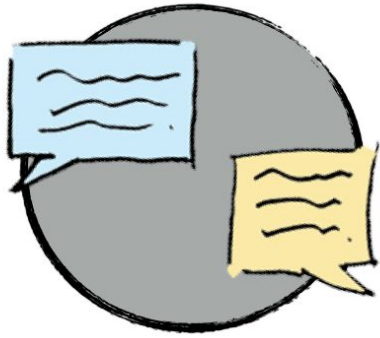
- Monthly announcements to staff, parents, and students
- Parent Night presentations
- John Spencer Keynote Address
- Outside professional development workshop and conferences attended
- Teacher Academies
 - 10 Classes with 129 participants

Person(s) Responsible:

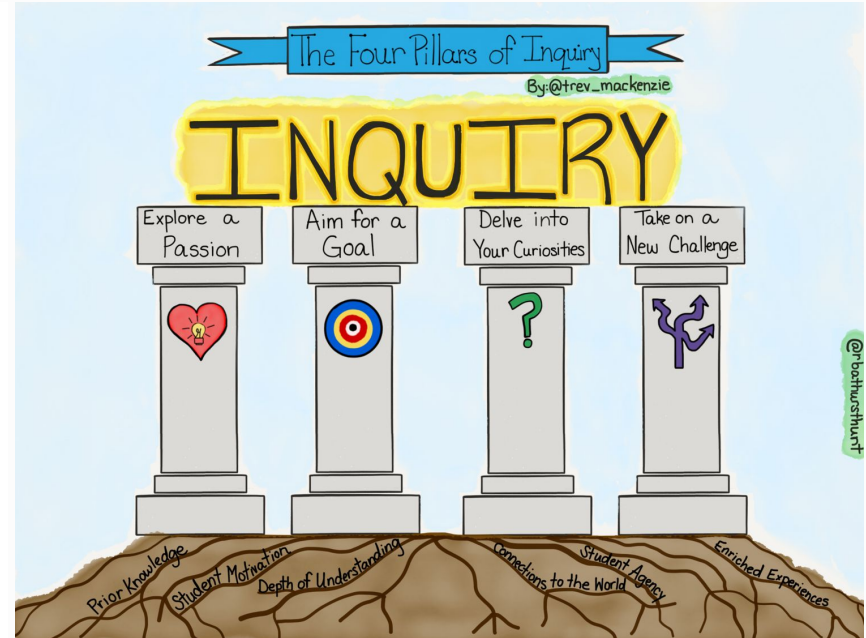
- Administrators
- Expert teachers/ Teacher Leaders



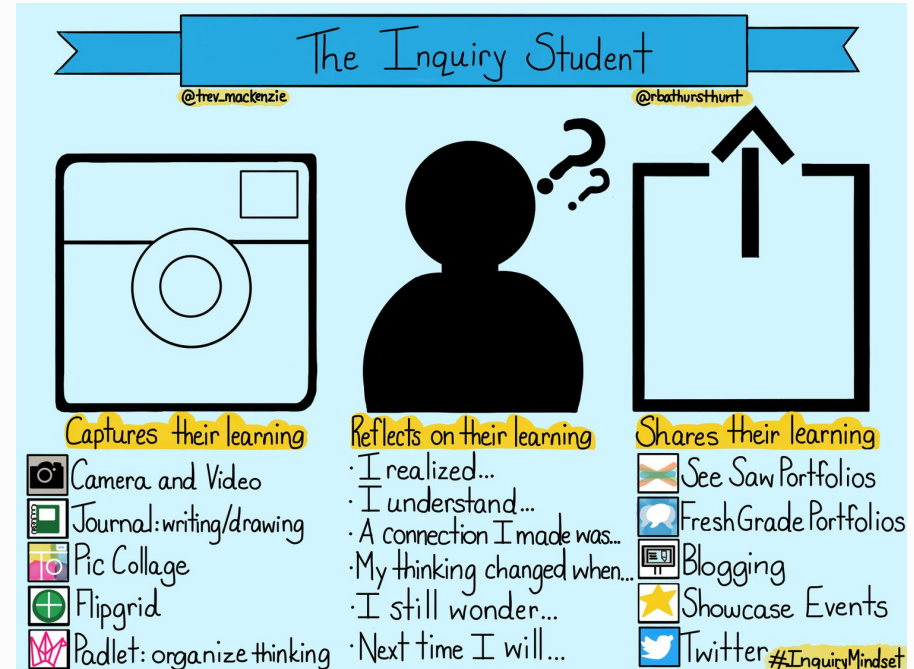
Inquisitive Learning



STUDENTS SHOULD QUESTION
ANSWERS AS OFTEN AS THEY
ANSWER QUESTIONS.



Inquisitive Learning



Inquisitive Learning

Sub Goal # 2






















- Incorporating student interests as a driver for instruction

Evidence of Completion:

- Bank of inventories created for teachers
- Inventories incorporated into PDP goals
- Faculty meeting discussions
- Teacher Academies
 - 2 classes with 28 participants

Person(s) Responsible:

- Inquiry Committee
- Administrators
- Teacher Leaders

Student Interest Inventory			
I Enjoy	Always	Sometimes	Never
Reading Fiction Books			
Reading Non-Fiction Books or Magazines			
Listening to a book			
Writing and Drawing			
Arts and Crafts			
Learning about Science			
Music and Dance			

Inquisitive Learning

Sub Goal # 3

- A culture of teacher inquiry is cultivated where staff pursue their own action research topic.

Evidence of Completion:

- Four cohorts of teachers have gone through the training for individual inquiry projects
- Publication/presentation of findings
- Hunterdon Central asked to be a part of teacher inquiry projects
- Coaches are continuing the practice with grade levels
- Teacher Academies
 - 11 classes with 93 participants
- Six In-Service day sessions

Person(s) Responsible:

- Superintendent
- Teacher Leaders
- Coaches
- Outside consultant

Collaborative Action Research Reflection

Inquisitive Learning

Sub Goal # 4

- Student passions and learning interests are promoted and embedded in instruction

Evidence of Completion:

- Third Grade Passion Projects Family Presentation Night
- Fifth Grade Passion Projects displayed during building tours and presented at Board of Education meetings
- Eighth Grade Passion Projects with a Civics focus presented twice a year
- RMS Encores: Viking Broadcast and Experimental Design and Inquiry
- Teacher Academies
 - 2 classes with 10 participants
- Five In-Service Day sessions

Person(s) Responsible:

- Administrators
- Third, Fifth, and Eighth Grade Teachers





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: Curate a bank of Local, State, Federal & Global Partners

- Facilitate a data collection process that engages K-8 teachers
- Link partnerships to the curriculum to enhance learning
- Also focus on ways partnerships can support our broader values, when applicable (sustainability, climate change or digital citizenship)



Partnerships

Google Form Entries

A	B	C	D	E	F	G
timestamp	Email Address	Organization - Name of Company, Business, Museum, etc.	Global, National, Region	Name of Contact	Contact Information - Em Contact Info	
12/21/2021 17:45:46	Alissa Buelow	SpaceX	National	Kevin Lohner	kevinlohner@gmail.com kevinlohner@	
1/12/2022 12:55:42	Catherine Patrick	Hunterdon Central High School	School to School	Ann Mahon	amahon@hchss.org 908-284-7174	
1/12/2022 14:53:09	Joyce McGibbon	Mayor of Readington Township and/or Township Committee Members	Regional/Local	Changes annually - https://www.readingtonnj.org/	mayor@readingtonnj.org	
12/17/2021 10:44:10	Alissa Buelow	Town Council of Readington previous mayor	Regional/Local	Betty Ann Fort	bafor@aol.com Phone: (908)	
1/6/2022 13:59:41	Teresa Miller	New Jersey Vietnam Veterans' Memorial and Vietnam Era Museum	National	Sara Slaggett	Gen Appa slaggett@njvwmf.org g 732-335-0033	
1/6/2022 18:20:50	Emily Bengels	Armed Forces Heritage Museum	Regional/Local	John Casey	Jcasey@aol.com	9
1/10/2022 8:35:47	John Hylkema	TCNU	School to School	Colleen Sears	colleen.sears@tcnu.edu n/a	
1/10/2022 15:07:50	Christine Crieley	Child Assault Prevention Women/Hunterdon County	Regional/Local	Kristi Boyle	hunterdonwarrencap@ys 908-625-7676	
1/10/2022 15:17:54	Lilien Drew	Lily Yip Table Tennis Center	Regional/Local	Coach Lily Yip	unknown 732-200-5820	
1/10/2022 15:27:46	Christine Crieley	Hunterdon Behavioral Health-School Based Counseling	Regional/Local	Nancy Rumore or Lynne	nrumore@hthnj.org or lg 908-788-6403	
1/10/2022 15:32:57	Christine Crieley	Hunterdon Prevention Resources	Regional/Local	Laurie Livesey	llivesey@nprevent.com 908-782-3903	
1/10/2022 15:40:39	Christine Crieley	Department of Child Protection and Permanency	Regional/Local	Christine Baxeavane	Christine.Baxeavane@dcd 908-782-8784	
1/11/2022 16:04:15	Chad Schubert	Bayard Rustin Center for Social Justice	Regional/Local	Robt Seda-Schreiber	RustinCenter@gmail.com 6	
12/9/2021 14:04:38	Laurie Livesey	Poway Center for the Performing Arts	National	Sharlene O'Keefe	sokkeefe@powaycenter.org (856) 668-470	
12/9/2021 14:08:21	Laurie Livesey	The John F. Kennedy Center for the Performing Arts	National	NIA	KCED@kennedy-center (202) 467-440	
1/6/2022 13:07:34	Mrs. Schlosser	Readington Buffalo Farm- Doyle Farm	Regional/Local	Kristen Doyle	kdoyle@readington.k12/Kristen Doyle	
1/6/2022 14:01:51	Emily Bengels	Kidsbridge	Regional/Local	Lynne Azarchi	lynne@kidsbridgecenter (609) 771-4300	
1/6/2022 16:43:25	Laurie Livesey	Andy Wasserman, World Music Specialist	Regional/Local	Andy Wasserman	andywasserman@gmail.com 908-942-9205	
1/6/2022 18:22:23	Emily Bengels	Girls Who Code	National	Blyss Bultrago	blyss.bultrago@girlswhoc	
1/8/2022 13:14:07	Kim L. Spontak	Integrated Speech Pathology LLC	Regional/Local	Doreen Sullivan-Kennedy	ds@integratedspeechllc.com 908-625-6865	

People Responsible:

- Partnerships Committee
- K-8 Teachers

Partnerships Directory

Strategic Plan Integration: PARTNERSHIPS

PRESCHOOL			
Subject/Unit	Standard	Partnerships (See Directory of Partnerships)	Possible Field Trips (See Complete Field Trip Directory)
Social Studies: Animals and Farms			Melick's Farm (in-person)
Social Studies: People in our Community/Fire Safety		Three Bridges Volunteer Fire Company	The Three Bridges Firehouse (in-person)
Science: The Arctic			Arctic Animals Virtual Field Trip
Subject/Unit	Standard	Partnerships (See Directory of Partnerships)	Possible Field Trips (See Complete Field Trip Directory)
Math: Measurement	K.MD.B		Underwood Farms- (Virtual) Students counted and sorted the pumpkins based on characteristics.
Math: Measurement	K.MD.A		Elliot's Tree Farm (Virtual) Comparing sizes of trees.
Health: Wellness	2.1.P.B.1		Healthy Foods at Jungle Island (Virtual)
Science/ Sustainability Interdependent Relationships in Ecosystems	K-LSI-1	Rutgers Master Gardener Program The Nature Conservancy America's Grow a Row	Duke's Farms (Virtual)
Science Interdependent Relationships in Ecosystems	K-LSI-1	Readington Buffalo Farms	Doyle Farms Underwood Farms - (Virtual) animals
Science Interdependent Relationships in Ecosystems	K-LSI-1	The Seeing Eye	San Diego Zoo (Virtual)
Science			Grand Follies (Virtual) Students learn about problems

Interdependent Relationships in Ecosystems	K-ESS3-3		in our world with waste and littering and the effects that it has on our water and environment.
Science Interdependent Relationships in Ecosystems	K-LSI-1	Tom Wallace: Local Honey	
Science Weather and Climate	K-PS3-1	RVCC Theater/Planetarium	
ELA/ Sustainability: Persuasive Writing Unit	SL.K.1 W.K.3	Readington Township Library	Recommunity Materials Recovery Facility (Virtual) Students write about real-life problems.
ELA: Author Study			The Eric Carle Museum (Virtual)
Social Studies Unit 2: Workers and the Community	6.1.P.B.2	Readington Buffalo Farms	Doyle Farms - Students visit the farm to learn about what farmers do and how our local farms help the community.
Social Studies Unit 2: Workers and the Community	6.1.P.D.4		(Virtual) What is Hanukkah? Students learn about traditions and customs.

Partnerships



Partnerships

Sub Goal #2: Identify Resources for Families in Need

- Create a collection of outreach websites
- Identify and organize the document by broad themes



Evidence of Completion:

- COVID Support
- [Community Resources Directory](#)

People Responsible:

- SEL Supervisor
- Principals
- School Counselor
- School Nurse

Partnerships

Sub Goal #3: Virtual Field Trips

- Facilitate a data collection process that engages K-8 teachers
- Link field trips to the curriculum to enhance learning
- Also focus on ways field trips can support our broader values, when applicable (sustainability, climate change or digital citizenship)

Evidence of Completion:

- Google Form Entries
- [Field Trips Directory](#)



People Responsible:

- Partnerships Committee
- K-8 Teachers

Partnerships

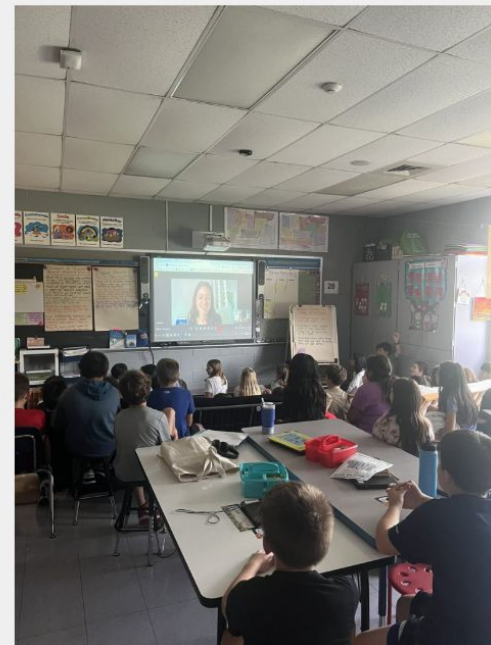


Strategic Plan Integration: PARTNERSHIPS			
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Health: Wellness	2.1.P.B.1		Healthy Foods at Jungle Island (Virtual)
Science/ Sustainability Interdependent Relationships in Ecosystems	K-LS-1	Rutgers Master Gardener Program The Nature Conservancy America's Grow a Row	Duke's Farms (Virtual)
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Science			Grand Fallowns (Virtual) Students learn about problems
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Science Interdependent Relationships in Ecosystems	K-LS-1	Tom Wallace: Local Honey	
Science Weather and Climate	K-PSY-1	RVCC Theater/Planetarium	
ELA/ Sustainability: Persuasive Writing Unit	SL.K.1 W.K.3	Readington Township Library	Recommunity Materials Recovery Facility (Virtual) Students write about real-life problems.
ELA: Author Study			The Eric Carle Museum (Virtual)
Social Studies <i>Unit 4: Workers and the</i>	6.1.P.B.2	Readington Buffalo Farms	Doyle Farms - Students visit the farm to learn about what farmers do and how our local farms help the



Holland Brook @hbsbocats · Oct 1, 2024

Some of our 5th graders got to experience a virtual field trip to learn more about Native Americans today. A great learning opportunity.



Partnerships

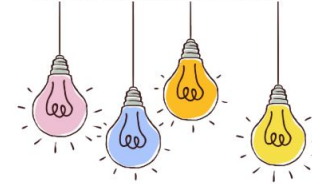
Sub Goal #4: Inquiry Passion Projects

- Grades 3, 5, & 8
- Based on student interest areas
- Linked to a community or global partnership or service

Evidence of Completion:

- Sample Invitation to Parents
- Passion Project Party Slideshow
- Sample projects

Readington 3rd graders invite you to our ...
PASSION PROJECT FAIR!



Students at both schools will be sharing their inquiry projects! Stop by if you are available at any of these times:

June 6 @ Whitehouse School
1:45pm - 2:45pm

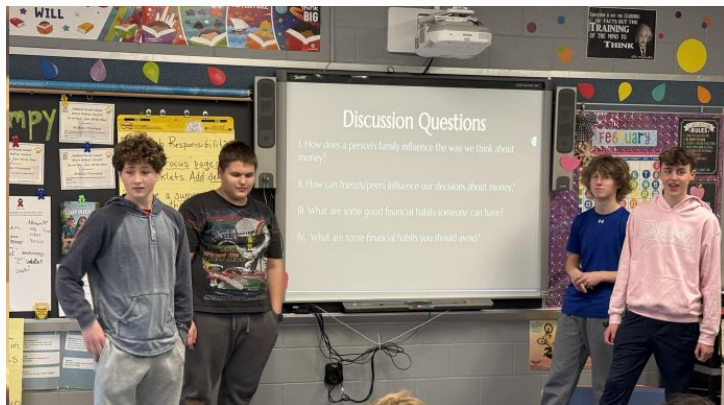
People Responsible:

- Partnerships Committee
- Teachers

Partnerships

Sub Goal #4: Inquiry Passion Projects

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- Linked to a community or global partnership or service



WHS.Cubs

@CubsOfCharacter



The District Strategic Plan in action: WHS third graders at their Passion Project Party! Experts partner with students as they complete their capstone inquiry projects.

[@hartjonathanr](#) [#CubsOfCharacter](#)



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: Enhance Parent & Community Education in SEL

- Increase awareness and understanding of Social-Emotional Learning (SEL).
- Provide resources & events focused on SEL, sustainability, and related topics.
- Engage parents and the community through webinars, videos, and podcasts featuring student involvement.



Evidence of Completion:

- District SEL Website
- Parent Workshops: SEL Competencies
- Parent Resource Page

People Responsible:

- District SEL Committee
- SEL Supervisor

Social Awareness

Sub Goal #2: Building and Increasing Student Mental Health Support

- Build student mental health support to optimize self-awareness, positive relationships, and improved learning outcomes.

Evidence of Completion:

- Child Assault Prevention Program(CAP)-
Grades 8,5,and 3)
- Aavidum-I Got Your Back Program-
Integrated into Health Curriculum in
Grades 2, 4, and RMS)
- Program Feedback (Students and Staff)
- Counseling Department Meeting
Discussions

People Responsible:

- Counseling Department
- SEL Supervisor
- Health/PE Supervisor



Social Awareness

Sub Goal #3: Diversity, Equity, and Inclusion Efforts

- Promote diversity, equity, and inclusion (DEI) throughout our district. Develop an inclusive environment for all individuals of our community.

Evidence of Completion:

- Training for the Leadership Team (Two years)
 - Leadership Presentation
 - Short/Long-term Action Plan
- Staff Training
 - RMS, WHS, TBS
 - HBS

People Responsible:

- DEI Committee
- SEL Supervisor
- Leadership Team

Social Awareness

Sub Goal #4: Establishing a Multi-Tiered SEL System of Support (MTSS) at RMS. Promote and develop student self-advocacy and capacity to be an upstander for one's self and others.

- Establish a Multi-tiered SEL system of support (MTSS) for all RMS students.
 - a. Tier 1- Universal
 - b. Tier 2- School Counseling Support
 - c. Tier 3- Mental Health Professional
- Leader in Me

Evidence of Completion:

- Hiring of Full-Time Tier-3 School-Based Counselor
- School Counselor Curriculum
- MTSS Handbook adjustments
- Collaboration with NJ4S
- District-wide Great Kindness Challenge
- Leader in Me staff training and development

People Responsible:

- SEL Committees
- Counseling Department
- Health/PE Department Supervisor
- SEL Supervisor
- Superintendent
- RMS Principal

Tier 1
All Students
(80-90% of population meet)

Tier 2 (School
Counselors/CST/BCBA
(10-15% of population)

Tier 3
School Based Counselor
Services (3-5% of population)

- School-wide SEL Document
- SEL during Extended Homeroom
- School-Wide Assemblies/Grade Level Team Meetings (Monthly, Bi-monthly, Quarterly)
- Mindfulness Practices
- Positive Teacher Language
- Connection Circles/Meetings/Student Check-ins- Responsive Classroom
- School Counselor Curriculum (School-wide)
- CAP, Avidum, Leader in Me, Conscious Discipline

- 1-1/Small group instruction
- Student Check-ins Data
- School Counselor Support
- CST
- BCBA Support

- 1-1 intensive counseling
- Referrals to outside community agencies if applicable



Social Awareness

Sub Goal #5: Through student, staff, and community engagement, we promote our district as one that embraces sustainability and digital citizenship as a shared social responsibility.

- Plan and implement lessons, activities, and initiatives to celebrate, educate and recognize our sustainability efforts and Green initiatives.
- 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.
- Infuse education for sustainability standards and climate change standards.

Evidence of Completion:

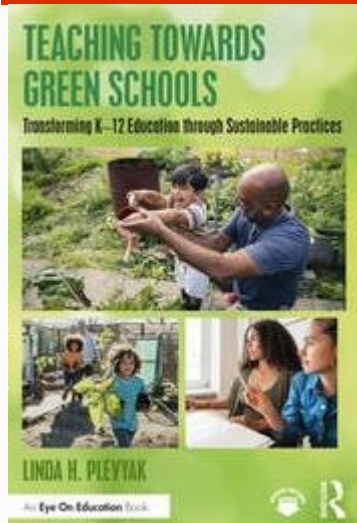
- All 4 buildings achieved Silver status for Sustainable Jersey
- Green Ribbon Status at all 4 schools
- Green Committee Meetings
- Collaboration with Township Committee
- Readington is featured in a book: *Teaching Towards Green Schools*

People Responsible:

- Building Principals
- Green Coordinator
- Sarah Pauch
- Dr. Hart



Social Awareness



Surveys

Faculty
Parents
Students (4-8)

Faculty Survey Highlights

- Intellectual curiosity, persistence, and perseverance are emphasized in the teaching and learning process.
- Students in my classes learn to work collaboratively.
- In Readington, we hold high expectations for all students' achievement and growth.
- We use data effectively to inform decisions about program effectiveness, student needs, and goal setting.
- My school's faculty and staff form strong networks of support for students
- Families of students are treated with respect and warmly included in the activities of the school.
- The district has supported partnerships with local entities including partnerships related to environmental sustainability.
- The district provides a safe, supportive, and welcoming environment for all.
- The district has developed multiple supports for student social well being.
- The climate and culture of my school promote positive adult-student relationships.

Parent Survey Highlights

- My child's school is a place that fosters kindness and care for all.
- Teachers at my child's school are consistent in holding high expectations for all learners.
- Resources to help me support my family and my child's learning are provided and easily accessible.
- My child's school experiences connect him/her to the world beyond Readington Township.
- The Readington teachers are lifelong learners who implement new ideas, know research, and work toward continuous improvement.
- My child is happy to attend school and excited about learning.
- The professionals in my child's school teach and foster respect for people's differences.
- Innovation, inquiry, and creativity are highly valued in my child's classrooms.
- Exploration of ideas, love of learning and intellectual curiosity is valued in my child's classrooms.
- The academic program is preparing my child to be a strong thinker and problem solver.

Student Survey Highlights

- I feel safe and comfortable at school.
- I have at least one adult at school with whom I can talk easily about worries or problems.
- We are taught the importance of effort and having curious open minds when learning new things.
- In my school, students are treated by adults with respect and kindness.
- In my classrooms, students learn how to work together well.
- When my teachers know that I have a special interest in something, they encourage me to learn more about it.
- My teachers teach us how to ask good questions.
- We are taught to understand and appreciate our classmates.
- Students in my school are taught to treat everyone with respect.
- Creativity is encouraged and fostered in my school.
- I was well prepared socially and emotionally for the transition from 5th to 6th grade and teachers and counselors supported me through that change.
- I am treated with kindness and respect by the adults at school.

Continued Areas of Focus

- Faculty members' ideas and input are solicited and valued.
- Faculty members have a major role in the curriculum and program design.
- We currently have and apply the assessments we need to best design instruction for all learners.
- Students are taught and experience the value of community service.
- Materials and resources to help me support my child's mental health are plentiful and easy to access.
- Students are encouraged to stretch their learning and set specific academic and personal goals.
- Love of learning, exploration of ideas, and creativity are valued by my teachers.
- I am well informed about my academic progress on a regular basis.
- I am treated with kindness and respect by the students in my school.
- Critical thinking and problem solving are emphasized more than preparation for standardized tests.

5 years of strategic work!

Thank you!
Questions