



STRATEGIC PLAN 2026-2031

Prepared for the

HUNTERDON CENTRAL REGIONAL SCHOOL DISTRICT FLEMINGTON, NEW JERSEY

Facilitated by NJSBA Field Services Department

Mary Ann Friedman, Senior Field Service Representative

Catherine Pouria, Field Service Consultant



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ACKNOWLEDGEMENTS

The Hunterdon Central Regional High School District's Strategic Planning process, completed during the 2025 - 2026 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT BOARD OF EDUCATION 2025 2026

Lisa Santangelo, President
Leslie LaCosta, Vice-President
Sue Duggan, Board Member
Sandra Gong, Board Member
Claudia Gray, Board Member
Dr. Ellen Halpern, Board Member
Dorothea Kellogg, Board Member
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Vernon Williams, Board Member

Ms. Jessica Cangelosi-Hade, Superintendent
Heather Spitzer, Business Administrator

NEW JERSEY SCHOOL BOARDS ASSOCIATION

Mary Ann Friedman, Senior Field Service Representative
Catherine Pouria, Field Service Representative



ATTENDEE LISTING MEETING #1

February 17, 2026

- | | | |
|------------------------------|-------------------------|---------------------------|
| 1. Allorto, Kimberly | 33. Halpern, Ellen | 64. Roethel, Jessica |
| 2. Angiuli, Courtney | 34. Harmeyer, Erin | 65. Russo, Cindy |
| 3. Arias, Brandon | 35. Hart, Jonathan | 66. Santangelo, Lisa |
| 4. Arredondo, Laura | 36. Hastings, Robert | 67. Scipione, Frank |
| 5. Bailey, David | 37. Healy, Cate | 68. Sliva, Crystal |
| 6. Baumgaertner, Robert | 38. Heller, Carla | 69. Smagala, Maren |
| 7. Beam, Heather | 39. Jones, Rachel | 70. Smith, David |
| 8. Beam, Johanna | 40. Kellogg, Dorothea | 71. Smoker, Matt |
| 9. Bettermann, Jodi | 41. Kilpatrick, Christy | 72. Spina, Denise |
| 10. Blake, Julie | 42. Krause, Jaime | 73. Stutzman, Cathy |
| 11. Boyce, Kristen | 43. Kumar, Sonal | 74. Tanis, Cathline |
| 12. Brandt, Edward | 44. Kunz, David | 75. Taylor, Suzanne |
| 13. Brice, Kevin | 45. Kuphal, Jeff | 76. Tripka, Andrew |
| 14. Brice, Nicky | 46. LaCosta, Leslie | 77. Tummolillo, Marco |
| 15. Busfield, Susan | 47. Levy, Ron | 78. Wallace, Maristela |
| 16. Cambria, Rebecca | 48. Lindquist, Corinne | 79. Wagener, Jennifer |
| 17. Cangelosi-Hade, Jessica | 49. McLaughlin, Edmond | 80. White, Rachael |
| 18. Carter, Kathleen | 50. Offiong, Kristina | 81. Williams, Vernon |
| 19. Casper Bloom, Jenna | 51. Ott-Vasconi, Andrea | 82. Wilpiseski, Stephanie |
| 20. Cassidy, Pamela | 52. Pai, Jayson | 83. Woods, Mary |
| 21. Cohen, Scott | 53. Parker, Tony | |
| 22. Cole, Robert | 54. Petersen, John | |
| 23. Czerniak, Kathy | 55. Petersen, Rebecca | |
| 24. Deitcher, Didi | 56. Phelan, Chris | |
| 25. Dendis, Michael | 57. Pianka, Adam | |
| 26. Downey, Bronwyn | 58. Pianka, Krystle | |
| 27. Drennon, Jacqueline | 59. Puelle, Rebecca | |
| 28. Esposito Jackson, Teresa | 60. Puelle, Rose | |
| 29. Fiore, Elizabeth | 61. Rayburn, Katie | |
| 30. Graziano, Eva | 62. Rizza, David | |
| 31. Grillo, Amie | 63. Roberson, Maire | |
| 32. Hall, Matthew | | |

Total Present: 83



ATTENDEE LISTING MEETING #2

March 11, 2026

- | | | |
|----------------------------|---------------------------|-----------------------|
| 1. Kimberly Allorto | 23. Elizabeth Mack | 45. Kelly Huggins |
| 2. Courtney Angiulli | 24. Jen Miers | 46. Rachel Jones |
| 3. David Bailey | 25. Jennifer Neuchterlein | 47. Brian Kamins |
| 4. Jodi Bettermann | 26. Andrea Ott-Vasconi | 48. Chinmay Kashyap |
| 5. Lori Blutfield | 27. Jayson Pai | 49. Dorothea Kellogg |
| 6. Kristen Boyce | 28. Amanda Panico | 50. Lea Klein |
| 7. Edward Brandt | 29. Tony Parker | 51. David Seidorf |
| 8. Kevin Brice | 30. Rose Puelle | 52. Maren Smagala |
| 9. Nicky Brice | 31. Katherine Rayburn | 53. Matt Smoker |
| 10. Susan Busfield | 32. Debbie Reichard | 54. Denise Spina |
| 11. Jessica Cangelosi-Hade | 33. Erin Reiter | 55. Cathy Stutzman |
| 12. Kathleen Carter | 34. Maire Roberson | 56. Cathline Tanis |
| 13. Pamela Cassidy | 35. Cindy Russo | 57. Andrew Eripka |
| 14. Alexis Chen | 36. Lisa Santangelo | 58. Marco Tummlillo |
| 15. Didi Deitcher | 37. Frank Scipione | 59. Maristela Wallace |
| 16. Evelyn Diaz | 38. Susan Engelhardt | 60. Katherine Watt |
| 17. Meg Donhauser | 39. Sandra Gong | 61. Rachel White |
| 18. Bronwyn Downey | 40. Eva Graziano | 62. Edward Winey |
| 19. Jacqueline Drennon | 41. Amie Grillo | 63. Vernon Williams |
| 20. Ron Levy | 42. Erin Harmeyer | |
| 21. Corinne Lindquist | 43. Robert Hastings | |
| 22. Jeremy Long | 44. Cate Healy | |

Total Present: 63



ATTENDEE LISTING MEETING #3

April 14, 2026

- | | |
|----------------------------|---------------------|
| 1. Tracey Axmann | 26. Jayson Pai |
| 2. David Bailey | 27. Rebecca Puelle |
| 3. Katherine Beggiato | 28. Rose Puelle |
| 4. Jodi Bettermann | 29. Chuck Roberto |
| 5. Kristen Boyce | 30. Jessica Roethel |
| 6. Edward Brandt | 31. David Seidorf |
| 7. Kevin Brice | 32. Vidhu Singh |
| 8. Nicky Brice | 33. Maren Smagala |
| 9. Logan Brodsky | 34. Matt Smoker |
| 10. Jessica Cangelosi-Hade | 35. Denise Spina |
| 11. Kathleen Carter | 36. Cathey Stutzman |
| 12. Alexis Chen | 37. Eva Graziano |
| 13. Scott Cohen | 38. Ellen Halpern |
| 14. Robert Cole | 39. Matthew Hall |
| 15. Didi Deitcher | 40. Robert Hastings |
| 16. Leanne DeTample | 41. Cate Healy |
| 17. Debora Frank | 42. Anna Iliopoulos |
| 18. Sandra Gong | 43. Rachel Jones |
| 19. Christine Kania | 44. Cathline Tanis |
| 20. Corinne Lindquist | 45. Andrew Tripka |
| 21. Jeremy Long | 46. Allison Weiss |
| 22. Brendan McIsaac | 47. Rachael White |
| 23. Christine Moss | 48. Vernon Williams |
| 24. Jordyn Moye | 49. Edward Winey |
| 25. Andrea Ott-Vasconi | 50. Nicholas Winey |

Total Present: 50



STRATEGIC PLANNING PROCESS

Executive Summary

A. EDUCATING THE BOARD TO MAKE AN INFORMED DECISION

On August 18, 2025, Mary Ann Friedman, Senior Field Service Representative, met with the Hunterdon Central Regional High School District Board of Education and discussed the NJSBA's Strategic Planning process. The Board of Education approved a contract with New Jersey School Boards Association (NJSBA) for the 3R's (Reflect, Reimagine, and Recalibrate) Strategic Planning Service.

The information included a review of the following information and requirements:

- commitment of time and resources,
- school and community level involvement,
- strategic planning to meet the needs of the district,
- the Board's role in the process,
- and potential participants to be included in the process.

On October 2, 2025, the Hunterdon Central Regional High School District Board President, Lisa Santangelo, contacted Mary Ann Friedman, Senior Field Service Representative, to discuss postponing the strategic planning process until after the new year. This was also discussed with Superintendent Ms. Jessica Cangelosi-Hade, and the process was postponed. In December, following a conversation with the Board President and Superintendent, strategic planning dates were developed to begin the process in February 2026. The revised calendar, sample listing of stakeholder groups, and invitation templates were provided to the Superintendent.

B. 3D STRATEGIC PLAN MEETINGS

On February 17 (83 attendees), March 11 (63 attendees), and April 14, 2026 (50 attendees), board members, parents, community members, students, staff, and administrators came together for strategic planning. Mary Ann Friedman, Senior Field Service Representative and Catherine Pouria, Field Service Representative from NJSBA facilitated the Strategic Planning meetings. Outcomes of these meetings include:

1. Strengths and Challenges of Hunterdon Central Regional High School District
2. Portrait of a Learner / Vision 2026 – 2031
3. Strategic Plan Goals and Objectives



Outcomes from all three of the Strategic Planning Meetings are included in this notebook.

(Appendix A: State of the Schools Report)

(Appendix B: Meeting 1 – Strengths & Challenges Outcomes)

(Appendix C – Meeting 2 – Portrait of a Learner / Vision 2031 Outcomes)

(Appendix D – Meeting 3 – Strategic Planning Goal Setting Outcomes)

C. DEVELOPING THE ACTION PLANS

The Superintendent and administrative team developed action plans to implement the vision and goals developed in the 3R's Strategic Plan. The action plans include:

1. The actions necessary to accomplish goals and objectives.
2. Select measures for accountability.
3. Resources required.
4. A timeline for implementation.
5. Indicators of success for each activity.

(Appendix E – Action Plans)

D. PRESENTATION OF THE STRATEGIC PLAN

NJSBA Field Service Representative, Catherine Pouria, will present the final Strategic Plan to the Board of Education and community on June 8, 2026.

E. NEXT STEPS

Following the presentation of the final plan, the Board of Education will review and adopt the strategic plan. The superintendent and administrative team will implement the action plans for each of the identified goals. Upon approval of the plan by the board of education, it should be placed on the district website for staff, parents, and community members to access and follow. A copy of the plan should be on the board table at each board meeting to provide a framework for decision-making.

An annual State of the Strategic Plan presentation is highly recommended to reflect the progress being made on the strategic planning goals.



MISSION STATEMENT

Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students.

While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.



GOAL AREAS

1. Student Learning Experience
2. Future-Ready
3. Engagement
4. Health & Wellness



GOAL AREA #1

STUDENT LEARNING EXPERIENCE

Goal Area: Student Learning Experience

Goal Statement: Increase student access to and ownership over learning, empowering students to maximize learning, achievements and skills.

Objectives:

- Implement consistent grading practices and clearly defined cell phone expectations to support instructional time and academic integrity.
- Increase awareness of course offerings.
- Evaluate marking period structure to determine impact on student learning and progress monitoring.
- Develop and enhance tutoring and peer mentorship.
- Strengthen culturally responsive instructional practices, assessments, and appropriate accommodations to ensure academic rigor and access for all learners.
- Spiral/infuse executive functioning skills into grade-level courses to support academic success.
- Apply higher-order thinking skills across all courses.
- Promote professional development for staff.

See Action Plans for all major activities.



GOAL AREA #2

FUTURE-READY

Goal Area: Future-Ready

Goal Statement: Create a “Future-Ready” environment that empowers students with the skills necessary to thrive in an evolving global landscape.

Objectives:

- Create opportunities for students to develop collaboration, communication, resiliency and other “soft skills.”
- Create opportunities for professional development that allows creativity and discovery in teachers and students.
- Enhance and build programs that provide authentic learning experiences with intentional and direct teaching.
- Evaluate campus technology needs.

See Action Plans for all major activities.



GOAL AREA #3

ENGAGEMENT

Goal Area: To increase engagement of students and families from K-12 through school activities, peer support and community outreach so that students are fully committed and participating members of the school community and beyond.

Objectives:

- To actively engage all families, future, present and past as a PreK-12 learning community.
- To ensure opportunities of engagement within the 9-12 grade level experience.
- To create peer engagement throughout the year, providing opportunities for upperclassman to mentor underclassman.
- To provide positive/service-oriented engagement as part of restorative practices for behavioral and learning challenges.
- To continue the support for and growth of active engagement as part of all students' learning experiences in all courses.

See Action Plans for all major activities.



GOAL AREA #4

HEALTH & WELLNESS

Goal Area: Health & Wellness

Goal Statement: Increase communication with students to encourage consistent open communication and improve/maintain their well-being.

Objectives:

- Foster healthy habits and review cafeteria offerings.
- Continue to encourage a safe and inclusive school environment by modeling and expecting empathy and resilience.
- Provide tiered support services. Ensure each student is able to identify and have access to a trusted adult.
- Increase opportunities for feedback/check-ins. Encourage self-awareness skill building and utilization.
- Balanced learning strategies that support varied learning and communication styles.

See Action Plans for all major activities.



APPENDIX A

Superintendent's Report: “State of the Schools”



HUNTERDON CENTRAL REGIONAL HIGH SCHOOL

State of the School



1

AGENDA



1 About Hunterdon Central

2 Student Life and Academic Program

3 Technology

4 Human Resources

5 Finances and Facilities

6 School and Community Relations

2

DISTRICT MISSION STATEMENT



Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students. While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.

3

Who are we and who do we serve?



Grades Offered
09-12



Total Students
2,150



Student to Teacher Ratio
10:1



Average Teacher Experience
13.8 years



Students With Disabilities
16.5%



Multilingual Learners
4.2%



Economically Disadvantaged
14.3%

STUDENT POPULATION

Approximately 2,150 students from Delaware Township, East Amwell Township, Flemington Borough, Raritan Township and Readington Township

FINANCE

\$78 M budget with attention to high-quality programs and staff, and investment in a long-range facilities plan.

FACILITIES

Large college-style high school district – 72 acre campus with two large general classroom buildings, along with a music/communications building, an Instructional Media Center, and 2,000 seat Fieldhouse

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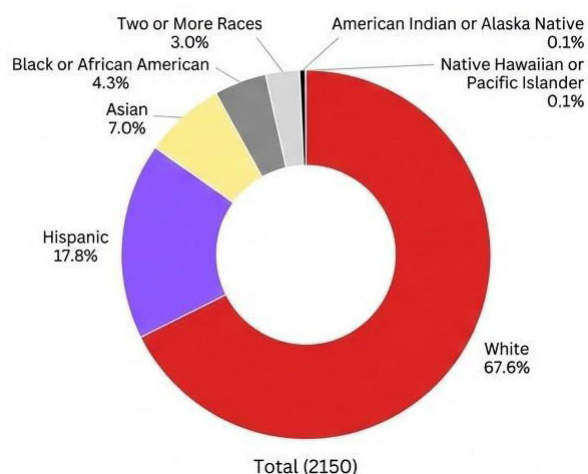
HUNTERDON
CENTRAL
REGIONAL
HIGH
SCHOOL
DISTRICT



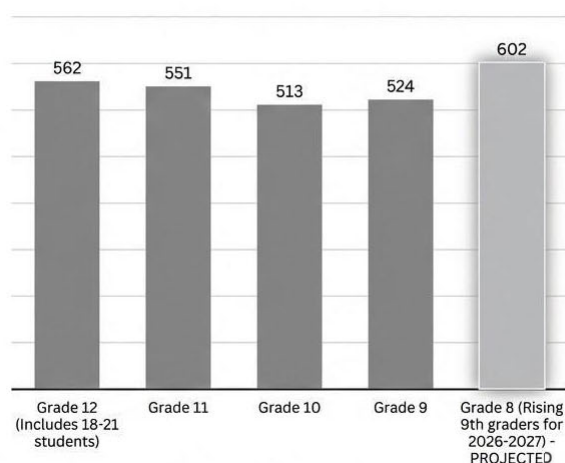


STUDENT DEMOGRAPHICS

Enrollment by Racial and Ethnic Group



Enrollment by Grade Level



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STUDENT LIFE and ACADEMIC PROGRAM

- House Team structure--Vice Principal, Counselors, SAC, Nurse - Same all 4 years
- College & Career Counseling center and dedicated counselor
- Over 100 Co-Curricular Activities Offered
- 18 interscholastic athletic offerings, including Unified Sports and 33 athletic teams
- Approximately $\frac{2}{3}$ of students involved in clubs, activities, and/or athletics



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CURRICULUM and INSTRUCTION



1 PROGRAM OF STUDIES

Offers close to 270 course offerings which include traditional and required courses, as well as diverse electives. Many departments offer tiered learning pathways, including Honors, Advanced Placement, STEM, College Preparatory, and Academic Assistance levels.

2 SPECIALIZED OPPORTUNITIES

Magnet Program in fields such as Architectural Design, Biomedical Sciences, Computer Science, Robotics, Engineering, Media & Communications, Performing Arts, and Education offering cohesive, multi-course experiences that include opportunities for dual enrollment, college credit, or industry-valued credentials

3 COLLEGE READINESS

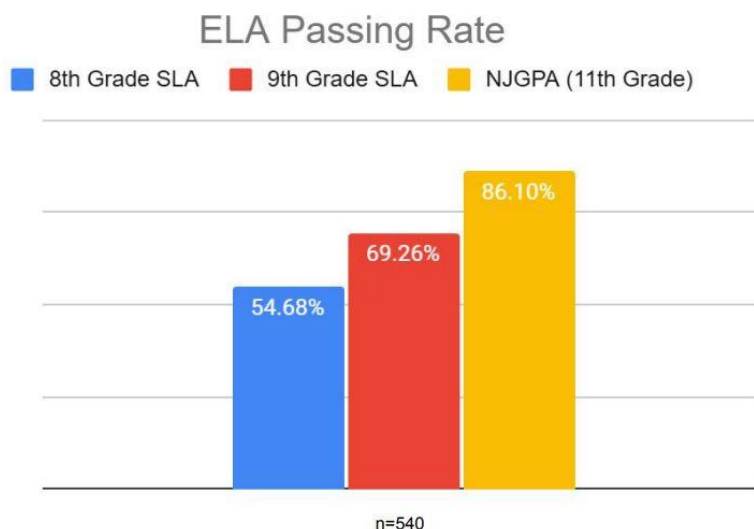
54 dual enrollment college courses with 8 colleges and universities (66.9 % participation)
33 AP courses
College counseling—individual and specialized;
College fairs and recruitment

4 CAREER READINESS

Work-based learning opportunities, in addition to hands-on and career-focused curriculum
Career counseling—individual and specialized;
Workforce and Career Expo

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HUNTERDON CENTRAL REGIONAL HIGH SCHOOL Cohort Growth over Time



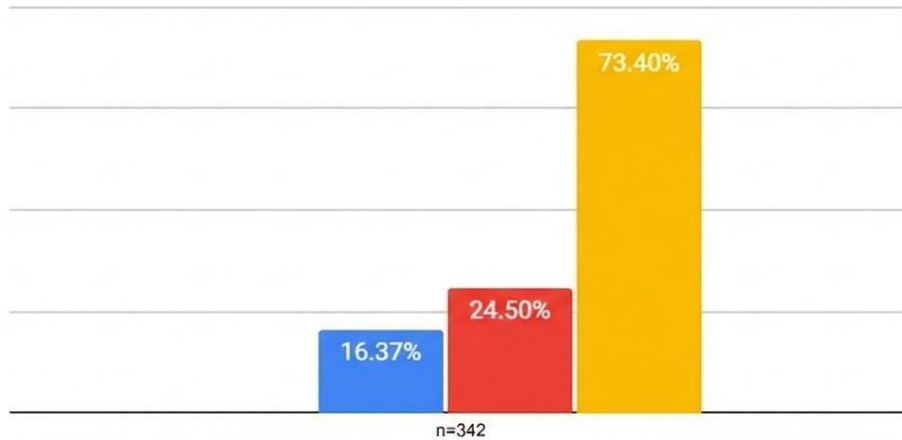
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HUNTERDON CENTRAL REGIONAL HIGH SCHOOL

Cohort Growth over Time

Grade 8 NJSLA --> Alg 1 --> NJGPA

■ Grade 8 Math ■ Alg 1 SLA ■ NJGPA



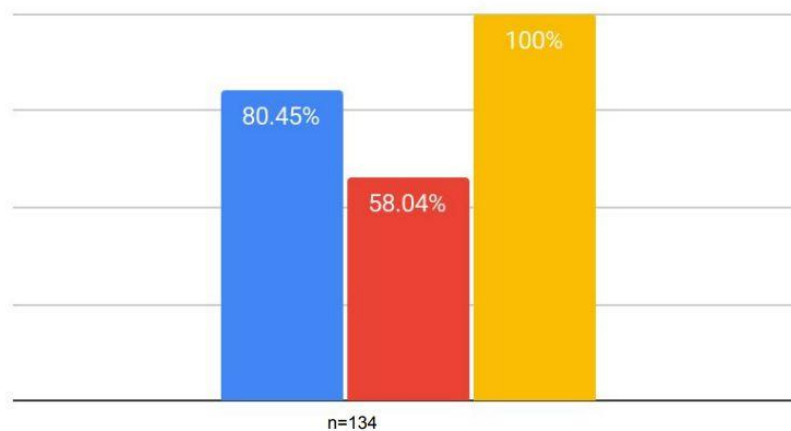
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HUNTERDON CENTRAL REGIONAL HIGH SCHOOL

Cohort Growth over Time

Alg 1 --> Alg 2 --> NJGPA

■ 8th Alg 1 ■ Alg 2 SLA ■ NJGPA



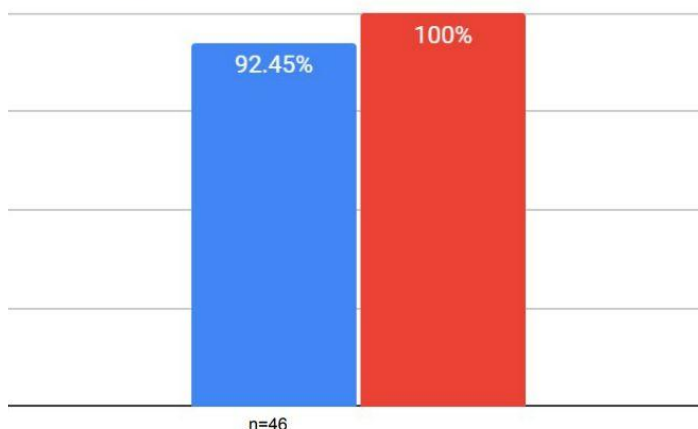
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HUNTERDON CENTRAL REGIONAL HIGH SCHOOL

Cohort Growth over Time

Geo & Alg 2 --> NJGPA

Geo & Alg 2 NJGPA



First column represents students who took Geometry and Algebra 2 in middle school. This cohort did not take a 9th grade standardized assessment.

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HUNTERDON CENTRAL REGIONAL HIGH SCHOOL

Graduation Pathways - Class of 2025

Graduation Pathways			
Met ELA First Pathway (NJGPA)	526	Met Mathematics First Pathway (NJGPA)	438
Met ELA Second Pathway (Alternate Assessment)	11	Met Mathematics Second Pathway (Alternate Assessment)	44
Met ELA Third Pathway (Portfolio Appeal)	17	Met Mathematics Third Pathway (Portfolio Appeal)	67
Met ELA IEP Alternate Requirement	7	Met Mathematics IEP Alternate Requirement	13
Met BOTH ELA and Mathematics Requirements	560		
Failed to meet BOTH ELA and Mathematics Requirements	8		
Total Number of Graduates	560		
Did not Graduate	8		
Graduation Rate	98.6%		
NJ Graduation Rate (2024)	91.3%		

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COLLEGE and CAREER READINESS



AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



From the 2023–2024 NJDOE School Performance Report

CLASS OF 2025: COLLEGE MATRICULATION & POST-HIGH SCHOOL PLANS



4-Year College: **67%**



2-Year College: **18%**



Employment/Trades/
Military/Other: **15%**

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TECHNOLOGY and INNOVATIONS IN LEARNING



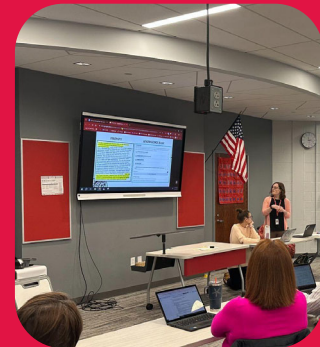
Technology Department

- Dedicated staff members
- Instructional and information technology cohesion
- Cybersecurity



Instructional Media Center (IMC)

- Research and literacy skills
- Hub of innovation (Makerspace)
- Student programming as well as professional learning



Emerging Technologies

- Digital subscriptions
- Artificial Intelligence
- Instructional Design Assistant program

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HUMAN RESOURCES



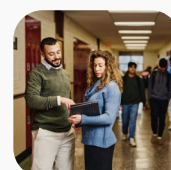
Staffing Totals:

Number of Teachers	248	Number of Paraprofessionals	52
VPs and Subject Supervisors:	17	Number of Support Staff:	28
Unaffiliated Administrators	7	Unaffiliated Support Staff:	12
Custodian/Maintenance	35	Number of Bus Drivers:	44

	<u>Bachelors Degree</u>	<u>Masters Degree</u>	<u>Masters Degree ++</u>
Teachers:	20.5%	39.5%	40%
Administrators	4.6%	31.8%	63.6%



RECRUITMENT
and
RETENTION



PROFESSIONAL
LEARNING

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FINANCES



2025-2026 Budget: \$78M

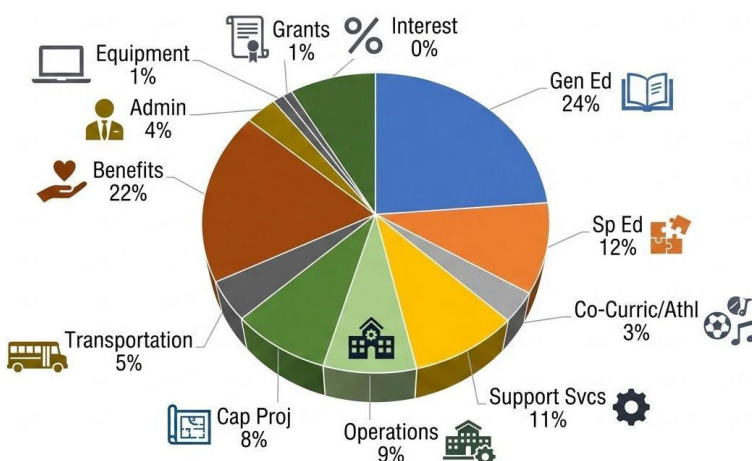
STRENGTHS

- Maintenance of strong programs despite lower budget increases
- Interest income
- Staff reduction largely through attrition
- Future planning and delay in fiscal cliff

CHALLENGES

- Reduction in state aid
- Declining enrollment combined with rising out of district student tuition costs
- Healthcare costs
- Insurance and benefit costs

2025-2026 Budget: Expenses by Category

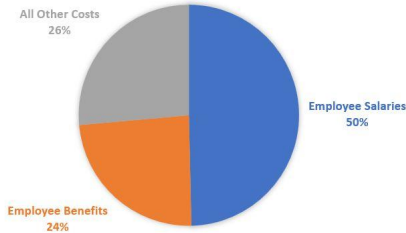


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FINANCES



SALARY AND BENEFITS



	2025-2026 Budget Amount	% of General Fund Budget
Employee salaries	\$35,091,965	49.6%
Employee benefits	\$16,922,157	23.9%
Total Salaries & Benefits	\$52,014,122	73.6%

*excludes capital reserve

Expenditures

Category	Revised Budget 2024-2025	Proposed Budget 2025-2026	Dollar Change
Regular Instructional Programs	18,690,304	18,929,331	239,027
Special Education Programs +tuition	8,484,314	9,552,367	1,068,053
Instructional Support Services (Library, CST, Guidance, Nurse, Curriculum, Staff Training)	8,629,710	8,555,425	-74,285
Co-Curricular Programs	2,066,167	2,064,397	-1,770
Administrative Expenses (General, School, HR, Business, and IT Offices)	3,616,440	3,436,197	-180,243
Facility Maintenance, Custodial, Grounds, and Security	6,844,003	7,159,120	315,117
Transportation	4,549,215	4,073,447	-475,768
Employee Benefits	16,126,200	16,922,157	795,957
Total Operating Fund Budget Accounts	69,006,353	70,692,441	1,686,088
Capital Projects and Equipment Purchases (> \$2,000)	10,158,615	6,755,885	-3,402,730
Total General Fund Budget	79,164,968	77,448,326	-1,716,642
Interest	97,000	97,000	0
Total Grant Fund Budget	705,425	529,069	-176,356
Total Debt Service Fund Budget	0	0	0
TOTAL BUDGET:	79,967,393	78,074,395	-1,892,998

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FACILITIES and LONG-TERM PLANNING



Hunterdon Central continues to designate funds annually to address aging facilities and upgrades to meet current curriculum needs.

Long-Range Facilities Plan - Upcoming Projects

Summer 2026

- Expanded and renovated TED facilities
- Expanding and renovated Culinary facilities
- Expanded and renovated Sewing, Fashion, and Interior Design facilities
- Roofing and HVAC projects
- Sidewalk and outdoor lighting improvements
- Science lab conversions

Future Projects

- Security enhancements (internal and external)
- Turf field additions
- Auditorium renovation
- House Office upgrades
- Locker room upgrades
- Additional class and workroom renovations

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SECURITY and TRANSPORTATION



SECURITY

- 5 full-time security staff members, including a Security Coordinator/Truancy Officer
- 1 School Resource Officer and 3 Class III Officers through Raritan Township Police Department (RTPD)
- 2 School Safety Specialists and a Threat Assessment Team
 - School Safety/ Climate Team
 - After hours security personnel
- Memorandum of Agreement with RTPD and partnership with Raritan Township Office of Emergency Management



TRANSPORTATION

- 30 54-passenger buses and 21 vans
- 44 drivers, in addition to transportation office staff
- Increase in bus route efficiency this year
- Decrease in contracted routes this year
- Offer shared services to other districts, including Delaware Township and East Amwell
- Reduction of \$475,768 in 2025-2026 budget

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SCHOOL and COMMUNITY RELATIONS



CONNECTING WITH STUDENTS

- Student Voice initiatives: Lunches with Superintendent & Principal
- Student Representatives on Board of Education
- Student activities highlighted: Social media, website, new district newsletter
- Climate & Culture Surveys + "pulse" surveys
- District email for every student: Important updates
- Morning announcements by TV/Production students



CONNECTING WITH PARENTS

- Parent Engagement Committee (PEC)
- Active Booster Clubs & Band Parents Association
- Monthly District Newsletter
- Mass notification system: Letters to emergencies
- Climate and Culture Survey participation
- **Communications & Marketing Plan:** 7th & 8th grade focus, including new Magnet program showcase



CONNECTING WITH STAFF

- Internal staff newsletter (Launched 25-26)
- Consistent updates from Superintendent & Principal
- Climate and Culture Survey engagement



CONNECTING WITH COMMUNITY

- Revamped Website (Aug 2024)
- HCRHS Official Social Media: Facebook & Instagram (Launched July 2024)
- Information sharing via Community Facebook Groups
- Superintendent on Chamber of Commerce Board



2025 COMMUNICATIONS SURVEY RESULTS: 86% RATED COMMUNICATIONS VERY GOOD OR EXCELLENT.

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THANK
YOU!



APPENDIX B

Meeting 1 Outcomes

Strengths & Challenges





Creating a Strategic Plan for the Hunterdon Central Regional High School District

Mission Statement

Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students.

While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.

Session 1

Identifying Strengths & Challenges of the Hunterdon Central Regional High School District

On February 17, 2026, Hunterdon Central Regional High School District administrators, Board of Education members, staff, parents, students, and community members, eighty-three in all (83) in all, came together to initiate strategic planning. The meeting began with a welcome and introduction by the Board President, Ms. Dorothea Kellogg. Ms. Jessica Cangelosi-Hade, Superintendent, presented the current “State of the Schools” report. Mary Ann Friedman and Cathy Pouria from New Jersey School Boards Association (NJSBA) were introduced and explained the strategic planning process.

We reviewed the consensus process utilized in strategic planning. The topic for the evening focused on identifying district strengths and challenges. Participants gathered in randomly assigned groups, fifteen groups in all, and engaged in brainstorming the district’s strengths and challenges. After group discussion, each group identified their consensus points, “Top 10” strengths and challenges. Each group reported their outcomes to the larger group. The large group then identified “Common Themes” that had occurred throughout the small group outcomes.

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district website to share the group work during the course of the strategic planning process.

Small Group Consensus: Strengths, Achievements & Challenges

Group #1:

Strengths	Challenges
Community created by engaged staff and counselors	Bridging the connection between teachers and parents for student progress
Community through upperclassman support	Counseling goals that target those who may not raise their hands
Staff empowerment for curriculum creativity	2/3 of students are involved-what about the 1/3 of students who are not? Dedicated strategies to engage at a level that involves, prevents anxiety or other mental health issues.
Learning strategies	Teaching school processes to both parents and students -How to apply -How to make a schedule -How to have a four-year roadmap (in pencil)
Course offerings	
Dual enrollment opportunities	

Group #2:

Strengths	Challenges
Technology forward	Mental health/counseling support
Diversity in course offerings	Implementation of cell phone ban
Meeting the needs of a variety of students	Harnessing AI to stay current
Flexible educational pathways	Preparing for career changes
Strong, motivated staff	Face to face communication
Athletics/extracurricular activities	Increased enrollment and traffic
	Athletics-ratio of students to teams

Group #3:

Strengths	Challenges
Students have an opportunity to find themselves	Supporting the needs of a diverse population
Outreach communications	Staff shortage/leave replacements
Innovative thinking (getting ahead, AI)	Increased health care costs
Career readiness	Emotional safety of students
Staff and faculty are amazing	How to manage AI
Create opportunities for staff to improve	Co-curricular outreach to community
Students' voices are heard	Need for an App

Group #4:

Strengths	Challenges
Positive reputation of the school	Sense of belonging-race
Strong curriculum -Breadth and depth -AP/Honors -Electives	Mental Health
Extra-curricular/club involvement	Student academic achievement
80-minute block schedule	NJ testing landscape
Unit Lunch	Unit lunch -enough room and supervision?
Security/Safety	Security/Safety
Class size	
Staff credentials	

Group #5:

Strengths	Challenges
Relationships	Safety
Resources	Teacher retention
Culture of learning	Budget/finances
Campus/Physical Plant	Enhancing/restoring academic standards (post-covid)
Curricular and co-curricular offerings	Student engagement
Dedicated staff	AI + cell phones + tech
College counseling	Communication
Administrative responsiveness	External and societal divisiveness
Innovation	Mental health supports
State NJGPA/AP	Inconsistent discipline

Group #6:

Strengths	Challenges
Student voice is valued	Lack of unification with sending districts (regionalization)
Academic programming	Out of district and Vo Tech student costs
Many opportunities with property size	Having services to support students in-district
Dual enrollment/1+1/AP Programs	Connecting with community businesses
Vo tech/Magnet classes	
Expert staff	
Responsiveness to community concerns	

Group #7:

Strengths	Challenges
Technology - -wifi, Chromebooks	AI-readiness and career
Campus facilities	Student engagement block <i>during</i> the school day
Wide variety of program choices	Increasing participation in clubs
AP courses	Alternative approaches to discipline
Dual enrollment	Mental health services decreased
Materials: paper, pencils, lab supplies	Only 1 staff member for career and college
Welcoming 8 th grade students	Alumni feedback and data beyond first year
IMC - -media specialists	Population increase
House model per grade level	Alumni newsletter
Makerspace, TED spaces	Drug policies-updated and re-examined

Group #8:

Strengths	Challenges
Number of activities/athletics and student participation in them	Decreasing enrollment (Polytech runoff)
Size of student population with a 10:1 student: teacher ratio	Succession planning
Dual enrollment, AP, etc.	Decreased testing scores
Safe space on campus (counseling, staff, etc.)	Differences in sending district's instructional programs
Team classes and special education support	Differences in instruction between same subjects in district
Variety of courses/curriculum	Cell phone law
Student pride and sense and belonging	Student attention span (phones, screens, social media, etc.)
Improved communication	Increasing MLL students, need for new strategies
Diversity	Campus safety (cars)
Campus as a learning space inside and outdoors	Engaging the 1/3 of students who are not involved

Group #9:

Strengths	Challenges
Paths of educational opportunities	Traffic pattern
Staff retention	Continuing to individualize education for all students
Course offerings	Rising costs (healthcare, benefits, transportation) effecting budget
Fiscally sound budget	Interaction with sending districts
Student opportunities	Declining enrollment effects
Facilities maintained and shared well	Bathroom access
Faculty accolades	Funding for clubs
Student: Teacher ratio	Misinformation/disinformation and polarization
Activities and clubs	Scheduling balance and guidance

Group #10:

Strengths	Challenges
Helpful staff -maintenance	Age of infrastructure/facilities -room temperature -copiers
Curriculum -AP, dual enrollment, diverse course offerings, makerspace, opportunities for students to explore	Lack of JROTC
Career counseling	Unit lunches-places to sit, timing
Wellness programs and staff supports	Security
Academic performance	Cell phone policy consistency
House structure provides small school feeling/supports with a diversity of opportunities	Morning drop-off traffic
	Curriculum pacing

Group #11:

Strengths	Challenges
Administration	Seating in cafeteria
Dual enrollment	Understaffed college counseling
AP program	Mental health program cut (fewer counselors)
Magnet program	Need for universal phone policy
Cellphone policy	Dress code
Communication	Need for multiple marking periods
Athletics/activities	Consistent entering of student grades
Teacher availability for tutorial	Time period allowed to turn in homework
Diverse cafeteria menu	Need for more tutorial days or to change schedule to semesters and blocks
Student events	Late buses-number and drop off locations

Group #12:

Strengths	Challenges
Personalized learning experiences	Healthcare
Quality and quantity of programs	AI use
Communication	Overwhelming options (courses and activities)
Knowledge base of all staff	Length of some bus commutes
Superintendent and Principal	
Makerspace	
(Expanding) Magnet Programs	
Updates to facilities and infrastructure	
Responsiveness to feedback	
Increased security measures-physical and digital	

Group #13:

Strengths	Challenges
Diversity of academic offerings	Consistently changing state assessments
Diversity of curricular offerings/experiences	Health and operational costs
Communication	Negative influence of social media, all media
Community leader	Regional school district
Steady staff (teaching, counseling and administration)	Declining enrollment
Strong capital reserves and financial planning	Some aging facilities
Polite, thoughtful, engaging students	Bringing varying views together productively
Numbers-enrollment, staff	Support for marginalized students
Staff prioritizing growth	Whole school spirit
Keeping kids in school (96% rate)	Recruiting, hiring and retaining staff that reflect the student body

Group #14:

Strengths	Challenges
Budget reserves (financially stable)	Declining enrollment
Rich curriculum offerings	Increasing percentage of students who require additional support
Extracurricular offerings	Rising costs across the board (along with eroding funding)
Multitude of leadership opportunities for students	Large school can also mean students can get lost
High quality and passionate staff	Use of electronic devices + lack of student interactions
Strong counseling support	Changing job outlook
	Target keeps changing

Group #15:

Strengths	Challenges
Staff-supported PD, advanced degrees, great inter-staff respect	Students leaving for other districts
Quality of athletic coaches and support staff	Enrollment decreased by 1,000 in 10 years but is projected to go back up despite budget dropping/costs going up
Facilities are largely clean and upkept, issues are quickly addressed	Staff retention
Variety of programs of studies, plus co-curriculars and athletics	Block schedule-length of time and A/B class scheduling
IMC-offerings for students in media literacy and design thinking	Lunches-seating and supervision are a challenge despite positivity of unit lunch
Student "internships" in IMC, Hub, counseling, school store	New cell phone policy

2026 Hunterdon Central Regional High School District Strategic Planning Meeting #1 Outcomes

Various programs for all learning needs (EKWIPS, AABLE, ASPIRE, ML, 12+)	
Articulation with sending districts	
Security and safety team-personable and knowledgeable	

Following each group reporting out on their consensus points, the large group identified the following **common themes**:

Common Themes - Strengths	Common Themes - Challenges
Community	Emotional safety
Academic offerings	Inclusion/belonging
Faculty and staff	Using AI
Facilities	Mental health
Student voices	Increasing healthcare costs
2/3 of students are involved in activities	1/3 of students are not involved in activities
Career counseling	Unit lunches
Good curriculum offerings	Budgeting for increasing costs
Teacher availability	Cell phones
Positive interaction with the community	Cafeteria seating
	Traffic
	Security/safety

In addition to the common themes identified in the above chart, in typing up this report several others were noted. Further common strengths included extracurricular offerings, technology, and advanced learning (AP, Honors, Magnet, Dual Enrollment, etc). A challenge included alignment with sending districts.

The second strategic planning session is scheduled for:

Wednesday, March 11, 2026, at 6:00 pm

Sign-in begins at 5:45 pm.

The Commons, 11/12 Campus

Meetings #2 and #3 are scheduled for 1.5 hours. Meetings start and end promptly.

During the March 11th meeting participants will create a shared vision together for the future of the Hunterdon Central Regional High School District. We will talk about our aspirations and expectations for our students and school district.

Please join us. Bring a friend! Everyone is welcome! We look forward to seeing you!

APPENDIX B

Meeting 2 Outcomes

Portrait of a Learner / Vision 2031





Creating a Strategic Plan for the Hunterdon Central Regional High School District

Mission Statement

Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students.

While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.

Session 2

Portrait of a Learner & Initiatives for the Hunterdon Central Regional High School District

On March 11, 2026, Hunterdon Central Regional High School District administrators, Board of Education members, staff, parents, students, and community members, sixty-three in all (63) in all, came together to continue the strategic planning process. Cathy Pouria and Dr. Timothy Teehan from New Jersey School Boards Association (NJSBA) were introduced and explained the strategic planning process.

The consensus process was reviewed for strategic planning. The topic for the evening focused on reviewing the strengths and challenges from Meeting #1 from the perspective of a Portrait of a Learner. Each group brainstormed to identify the cores skills that they believe should be the hallmark of every student who walks across their graduation stage and would prepare them for the future of their choosing. Each group was asked to come to consensus of an Essential core skill, create a list of “why” students do not currently possess the desired attribute, and develop initiatives, that when implemented, would enable the students to acquire those attributes. Each group reported their outcomes to the larger group. The large group then identified “Common Themes” that had occurred throughout the small group outcomes and ultimately developed 3 – 5 broad strategic planning goal areas.

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district website to share the group work during the course of the strategic planning process.

Session 2

Small Group Consensus: Essential(s) & Initiatives

Group #1:

Essential: “Future Ready”-Build student skills in areas to ensure they are ready to be successful

Initiatives:

- Consistency in rules (tech/cell phones)
- Growth mindset initiative reinforced in all departments
- Enhance communication skills across all mediums
- Professional development (common goals and trickle-down emphasis)

Group #2:

Essential: Expand opportunities to students in all levels to engage in learning that rewards curiosity, initiative, and critical thinking.

Initiatives:

- More time to prepare and develop curriculum
- More meaningful professional development
- More project-based learning and student choice

Group #3:

Essential: Life skills for all students

Initiatives:

- Change tire, etc.
- Write emails
- Cook, laundry

Essential: Necessary mental health support

Initiatives:

- Comprehensive tiered approach
- Right professional for right student need

Essential: Adequate Post Grad/Academic Planning-Comprehensive process to guide students into post grad

Initiatives:

- Job fairs for beyond high school
- Voc tech awareness and adaptability
- Identify potential careers

Group #4:

Essential: Health/safety, well fed and well rested, distraction-free

Initiatives:

- Consider bus ride length of time and safety of drop-off locations
- Consistent cell phone policy enforcement
- Lunchroom lines and seating

Essential: Students being involved in extracurricular activities and excelling outside of the academic year

Initiatives

- Club outreach
- Enhance summer offerings and credit opportunities

Essential: Fluent in diverse/alternative languages

Initiatives:

- Offer ASL for credit

Group #5:

Essential: Continue Fostering Student Individuality, Building Universal Resilience and Adaptability

Initiatives:

- Hold students to high standards/accountability
- Collaborative relationship with home and school to find common expectations
- Developing curriculum for an unknown future

Group #6:

Essential: Integrity and Ethics

-AI Literacy, Critical Thinking, Misinformation

Initiatives:

- PD
- Media Literacy
- Expectation
- Teaching the “why”

Essential: Belonging

-Student voice, balance of academics and activities, mental health, inclusion

Initiatives:

- Exposure
- Credit for involvement
- Support

Essential: Growth mindset

-Curiosity, allowance to fail

Initiatives:

- Formative assessments
- Grading standards
- Reflections

Essential: Executive Functioning

-Organization, study skills, time management

Initiatives:

- PD
- Embedded in classes

Group #7:

Essential: Strengthen communication soft skills to build civically responsible, creative, and inquisitive members of society.

Initiatives:

- Integrate cross curricular themes across all content
- Engage students in more class discussions
- Collaborate with other educators through professional development
- Provide more authentic experiences.

Group #8:

Essential: Student +Engagement + Belonging=Investment

Initiatives:

- Community outreach
 - Affinity Groups
 - Need to think outside of the box
- Global Citizenship
- Media Literacy
- Restorative circle
- Teaching empathy
- Mental health and emotional support
- Engage with diverse community partners

Group #9:

Essential: Problem Solving and Perseverance

Initiatives:

- Cross-curricular collaboration
- Develop course work
- Engage students
- Provide opportunities to practice

Group #10:

Essential: Communication Skills

Initiatives:

- Active Listening

Essential: Critical Thinkers

Essential: Civic Knowledge

Essential: Life Skills

Initiatives:

- Organization management

Essential: Financial Literacy

Initiatives:

- Teach throughout high school

Group #11:

Essential: Critical Thinking

Initiatives:

- Develop patience to solve non-routine problems
- Analyze information
- Teach strategies to validate resources
- Use tools for approach problems

Essential: Collaboration

Initiatives:

- Development of empathy and respect for different perspectives
- Encourage less focus on personal devices
- Use community building strategies
- Encourage productive struggle

Essential: Self-awareness

Initiatives:

- Address lack of sense of belonging and social awareness
- Work on receiving feedback to move forward, not as criticism
- Build positive math identity

Group #12:

Essential: How to use AI Responsibly

Initiatives:

- Develop or adopt a standard method of teaching it
- Find room in schedules/classes
- Train teachers
- Find funding

Essential: Verbal Communication Skills/Interpersonal Skills

Initiatives:

- Increase opportunities to present outside of advanced courses
- More opportunities for group work and face to face interaction

Group #13:

Essential: Critical Use of AI

Initiatives:

- Courses for students focusing on AI use
- Building confidence in teachers
 - PD
 - Common Read/Study
 - Encourage teacher and student use
- Infusion of AI across disciplines
- Awareness of AI's impact on career paths
- Teaching and research

Group #14:

Essential: Fully developed critical thinking habits and practices

Initiatives:

- Continue developing and standardizing cell phone policies and protocols for de-screening.
- PD opportunities built into the school day on topics such as brain science, tech integration and curriculum design and review.
- Adjust schedule to better support teen wellness.

Group #15:

Essential: Critical Thinking/Decision-Making

Initiatives:

- Professional development in higher-order thinking
- Focus on problem-solving
- Small group instruction
- Safe space to make mistakes
- Community projects-service learning

Following the small groups reporting out on their essentials and initiatives, the large group identified the following **common themes**:

Common Themes	
Critical Thinking	Academic Offerings
AI Usage	Safety
Communication	Executive Functioning
Engagement	Life-long learners
Problem Solving	Inclusivity
Curricular Development	Civic Engagement
Pathway Planning	Growth Mindset
Empathy	Global Perspective
Permission to Fail	Cultural Literacy
Self-awareness	Mental Health
Balance	Collaboration
Life Skills	Professional Development
Future-Ready	Well Rested and Well Fed
Curiosity	Resilience

Following the large group's identification of common themes, they then identified the following emerging goal areas:

1. Student Learning Experience
2. Future-Ready
3. Engagement
4. Health and Wellness

The third strategic planning session is scheduled for:

Tuesday, April 14, 2026, at 6:00 pm

Sign-in begins at 5:45 pm.

The Commons, 11/12 Campus

Meeting #3 is scheduled for 1.5 hours. Meetings start and end promptly.

During the April 14th meeting, participants will review the outcomes from meetings 1 and 2 and develop broad goal statements and objectives for the goal areas identified above. These strategic planning goals will guide the board and district over the next 3 – 5 years.

Please join us. Bring a friend! Everyone is welcome! We look forward to seeing you!

**Please RSVP by calling the Superintendent's Office or using the Google
RSVP form on the district website.**

APPENDIX C

Meeting 3 Outcomes

Strategic Planning Goal Setting





Creating a Strategic Plan for the Hunterdon Central Regional High School District

Mission Statement

Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students.

While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.

Session 3

Developing Strategic Planning Goals for the Hunterdon Central Regional High School District

On April 14, 2026, Hunterdon Central Regional High School District administrators, Board of Education members, staff, parents, students, and community members, fifty (50) in all, came together for the third strategic planning meeting. The meeting began with a welcome and introduction by the Board Vice-President, Ms. Sandra Gong and Ms. Jessica Cangelosi-Hade, Superintendent. Mary Ann Friedman and Cathy Pouria from New Jersey School Boards Association (NJSBA) were introduced and explained the strategic planning process.

We reviewed the consensus process utilized in strategic planning. The topic for the third evening focused on developing goal statements and objectives for each of the four goal areas identified at the second meeting. Participants gathered in self-selected groups, four in all, to work on the goal area of their choice.

Each group reviewed the outcomes from meeting 1, strengths & challenges, and meeting 2, essentials and initiatives, to identify and develop objectives, and then develop an overarching goal statement for the goal areas. The four goal areas identified at the conclusion of the second meeting were: Student Learning Experience, Future-Ready, Engagement, and Health & Wellness.

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district website to share the group work during the course of the strategic planning process.

Development of Goal Statements and Objectives

Four goal areas emerged from the common themes identified by the group at large at the end of the second meeting and are listed below:

1. Student Learning Experience
2. Future-Ready
3. Engagement
4. Health & Wellness

Goal 1: Student Learning Experience

Goal Statement: Increase student access to and ownership over learning, empowering students to maximize learning, achievements and skills.

Objectives:

1. Implement consistent grading practices and clearly defined cell phone expectations to support instructional time and academic integrity.
2. Increase awareness of course offerings.
3. Evaluate marking period structure to determine impact on student learning and progress monitoring.
4. Develop and enhance tutoring and peer mentorship.
5. Strengthen culturally responsive instructional practices, assessments, and appropriate accommodations to ensure academic rigor and access for all learners.
6. Spiral/infuse executive functioning skills into grade-level courses to support academic success.
7. Apply higher-order thinking skills across all courses.
8. Promote professional development for staff.

Goal 2: Future-Ready

Goal Statement: Create a “Future Ready” environment that empowers students with the skills necessary to thrive in an evolving global landscape.

Objectives:

1. Create opportunities for students to develop collaboration, communication, resiliency and other “soft skills”.
2. Create opportunities for professional development that allows creativity and discovery in teachers and students.
3. Enhance and build programs that provide authentic learning experiences with intentional and direct teaching.
4. Evaluate campus technology needs.

Goal 3: Engagement

Goal Statement: To increase engagement of students and families from K-12 through school activities, peer support and community outreach so that students are fully committed and participating members of the school community and beyond.

Objectives:

1. To actively engage all families , future, present and past as a Pre-K-12 learning community.
2. To ensure opportunities of engagement within the 9-12 grade level experience.
3. To create peer engagement throughout the year, providing opportunities for upperclassman to mentor underclassman.
4. To provide positive/service-oriented engagement as part of restorative practices for behavioral and learning challenges.
5. To continue the support for and growth of active engagement as part of all student's learning experiences in all courses.

Goal 4: Health and Wellness

Goal Statement: Increase communication with students to encourage consistent open-communication and improve/maintain their well-being.

Objectives:

1. Foster healthy habits and review cafeteria offerings.
2. Continue to encourage a safe and inclusive school environment by modeling and expecting empathy and resilience.
3. Provide tiered support services. Ensure each student is able to identify and have access to a trusted adult.
4. Increase opportunities for feedback/check-ins. Encourage self-awareness skill building and utilization.
5. Balanced learning strategies that support varied learning and communication styles.

Next Steps:

The next step in the process is the development of action plans. The Superintendent and the Administrative team will develop the action plans for the strategic plan. The timelines will be developed for a 3-5 year plan.

The action plans will include:

- Major activities for each objective
- Who is responsible for the activity
- The resources to be deployed
- Due dates for completion
- Indicators of Success (how we will know the activity has been accomplished)

Thank you to everyone who has contributed their time, talent, and perspectives during any or all the Strategic Planning meetings. We appreciate your participation!

The final plan will be presented to the Board of Education and community on June 8th. Please check the district website for further information. We hope you will attend and be recognized for your participation.

Thank you again for your contributions in developing the plan that will guide the board and district in moving forward over the next 3 – 5 years.

APPENDIX D

Action Plans





Hunterdon Central Regional High School District Strategic Planning Action Plans 2026-2031

Goal 1: Student Learning Experience Increase student access to and ownership over learning, empowering students to maximize learning, achievements, and skills.					
1. Implement consistent grading practices and clearly defined cell phone expectations to support instructional time and academic integrity. 2. Increase awareness of course offerings. 3. Evaluate marking period structure to determine impact on student learning and progress monitoring. 4. Develop and enhance tutoring and peer mentorship. 5. Strengthen culturally responsive instructional practices, assessments, and appropriate accommodations to ensure academic rigor and access for all learners. 6. Spiral/infuse executive functioning skills into grade-level courses to support academic success. 7. Apply higher-order thinking skills across all courses. 8. Promote professional development for staff.					
Major Activities	Corresponding Objective(s)	Responsible Party	Resources	Timeline(s)	Indicator(s) of Success
Establish consistency in grading, assessment and homework practices across courses of common level (CP, Honors, AP, etc) within each department. These practices will be in alignment with Hunterdon Central Grading Practices.	Goal 1: Obj 1 Goal 1: Obj 5	Superintendent, Director C&I, Director Special Services, ScIP Supervisors, ScIP Committee, Teachers, Student Representatives	Department/PLC time, C&I Shared Drive	2026-2027: Data Collection, Philosophy document creation 2027-2028: Professional Development, Trial 2028-2029: Establish school-wide consistency in grading, assessment, and homework practices across all departments.	Common grading practices evident in syllabi and Genesis gradebooks. Syllabi repository for supervisory team-common language for courses Genesis gradebook Audit
Develop a standardized district	Goal 1: Obj 1 Goal 1: Obj 6	Superintendent, BOE Policy Committee,	Time, funds to implement solution,	2026-2027: Implement the	Fully implemented and compliant



Hunterdon Central Regional High School District Strategic Planning Action Plans 2026-2031

protocol to ensure compliance with the New Jersey state mandate regarding internet-enabled devices in schools.		Principal, Directors, Vice Principals, Supervisors, Staff, Students	Inservice time during School opening	standardized district protocol for internet-enabled devices in compliance with the NJ state mandate.	protocol. Updated Policy & Regulation 5516
Review current schedule efficiency and marking period structure (e.g., Semester vs. Quarter) for impact on learning, and revise, as appropriate.	Goal 1: Obj 3	Superintendent, Principal, Directors, Vice Principals, Supervisors, ScIP Committee, Parent Representatives, Staff, Student Representatives	Time, professional release time for staff to visit other school sites	2026-2027: Complete the evaluation of marking period structures and master schedule efficiency. 2027-2028: Planning and professional Development. 2028-2029: Implementation 2029-2030: Reflect/ Evaluate/ Revise	Revised schedule and marking period structure in place.
Design a series of model "Interest Pathways" (e.g., STEM, Arts, Trades) and integrate them into the scheduling process.	Goal 1: Obj 2	Counselors, Supervisors	Time	2026-2027: Draft pathways 2027-2028: Integrate pathways into Program of Studies; begin utilizing model "Interest Pathways" (e.g., STEM, Arts, Trades) into student planning meetings to increase	Curated collection of model "Interest Pathways" for each area accessible to students and community members.



Hunterdon Central Regional High School District Strategic Planning Action Plans 2026-2031

				student ownership over learning.	
Develop and pilot a formalized "Student Success" framework that embeds Peer Leadership, Executive Functioning, and Success Coaching (study skills/time management) into the curriculum of 9th Grade English, History, Science, and Health/PE.	Goal 1: Obj 4 Goal 1: Obj 6	Supervisors, Teachers, Counselors, Vice Principals, Students	Time, funds for professional development, funds for curriculum development, professional release time for staff to attend professional learning	2026-2027: Research best practices in promoting peer leadership, and executive functioning. 2027-2028: Develop a formal set of district standards for student success (leadership, effective communication, executive function, study skills) 2028-2029: interdisciplinary program development 2029-2030: Launch the formalized "Student Success" framework pilot (Peer Leadership and Success Coaching); evaluate and revise, as needed 2030-2031: Final implementation	Formal set of local standards established. Student Success Framework creation and implementation
Align district-wide instructional	Goal 1: Obj 6 Goal 1: Obj 7	Supervisors, Teachers, Counselors,	Time, funds for professional	2028-2029: Develop a formal set of	Formal set of local standards



Hunterdon Central Regional High School District Strategic Planning Action Plans 2026-2031

standards for Culturally Responsive Practices, Higher Order Thinking, and Executive Functioning by updating formal evaluation rubrics and terminology.		Vice Principals	development, funds for curriculum development, professional release time for staff to attend professional learning	standards for Culturally Responsive Practices (CRP) and Higher Order Thinking (HOTS) 2029-2030: Evaluate best practices for integrating CRP and HOTS within staff evaluation framework.	established. Formal evaluation rubrics and terminology updated
Align the district Professional Development Plan to provide targeted training and resources that support the implementation of standardized instructional criteria for Culturally Responsive Practices, Higher Order Thinking, and Executive Functioning, while establishing common grading practices and optimized lesson structures tailored to the new period length if a revised schedule is implemented.	Goal 1: Obj 1 Goal 1: Obj 5 Goal 1: Obj 6 Goal 1: Obj 7 Goal 1: Obj 8	Director of C&I, Teachers, Supervisors, Vice Counselors, Principal, ScIP	Time, professional release time for staff to meet	2029-2030: Fully align the District Professional Development Plan with the updated instructional standards.	PDP fully aligned



Hunterdon Central Regional High School District
Strategic Planning Action Plans 2026-2031

Goal 2: Future-Ready Create a "Future Ready" environment that empowers students with the skills necessary to thrive in an evolving global landscape.						
1. Create opportunities for students to develop collaboration, communication, resiliency and other "soft skills". 2. Create opportunities for professional development that allow creativity and discovery in teachers and students. 3. Enhance and build programs that provide authentic learning experiences with intentional and direct teaching. 4. Evaluate campus technology needs.						
Major Activities	Corresponding Objective(s)	Board/ Staff	Resources	Timeline(s)	Indicator(s) of Success	
Conduct a crosswalk with CLLKS (Soft skills, creativity, innovation, etc.), Counseling Curriculum, Media & Information Literacy Standards.	Goal 2: Obj 1 Goal 1: Obj 6 Goal 1: Obj 7	Supervisors Lead teachers Media Specialists Counselors	Meeting time, Funding/ potential stipends	2026-2027	Crosswalk document	
Develop and implement a 9-12 "Soft Skills Framework" defining proficiency levels and embedded activities across core and elective curricula	Goal 2: Obj 1 Goal 1: Obj 6 Goal 1: Obj 7	Supervisory Team	Funding/ potential stipends	2027-2028	Create a vertical skill map	
Revise the academic curricula and counseling curricula to integrate soft skills. Identify and revise remaining gaps and redundancies.	Goal 2: Obj 1 Goal 1: Obj 6 Goal 1: Obj 7	Supervisors Lead teachers Media Specialists Counselors	Meeting time (PLCs, supervisor teams, think tanks, SCIP)	2028-2029	Curricula analysis document Evaluation Framework criteria 3b & 3c impact analysis? PDP artifacts? Climate & Culture indicators?	
Develop a professional	Goal 2: Obj 1	Supervisors	Professional	Ongoing	PD sessions and	



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development program and instructor-teachers to address soft skills, higher-order thinking skills, creativity, and authentic assessments curricular revision to address and assess gaps.	Goal 2: Obj 2 Goal 2: Obj 3 Goal 2: Obj 4 Goal 1: Obj 6 Goal 1: Obj 7 Goal 1: Obj 8	Lead teachers Media Specialists Counselors SCIP	development time and professional development plan integration, Funding/ potential stipends		attendance PDP artifacts Curricular revisions Climate & Culture indicators?
Define key terminology (authentic learning, creativity, inquiry, higher order thinking skills, etc.), and develop/revise curriculum writing principles	Goal 2: Obj 2 Goal 2: Obj 3	Supervisors Lead teachers Media Specialists SCIP	Meeting time (PLCs, supervisor teams, think tanks, SCIP)	2026-2027	District Glossary In-Service & PD offerings w/attendance Badge/certification record
Review work-based learning & magnet program and inquiry models to grow authentic learning opportunities, certifications, capstone experiences & dual enrollment.	Goal 2: Obj 1 Goal 2: Obj 2 Goal 2: Obj 3 Goal 3: Obj 5	Supervisors Lead teachers Counselors	Meeting time, work-based learning training, college/ post-secondary partnerships	2026-2027	Generate data set of current students and programs
Revise work-based learning, magnet program, and inquiry models to increase student opportunities. Crosswalk CLLKS/Soft skills framework with Magnets and Work Based.	Goal 2: Obj 1 Goal 2: Obj 2 Goal 2: Obj 3 Goal 3: Obj 5	Director of Curriculum and Instruction Supervisors Lead teachers Counselors	Work-based learning training, funding/ potential stipends for curricular and program revisions and showcase	2026-2027 2026-2027	Increase in opportunities; Create a repository through the District website for work-based learning and magnet program opportunities.
Identify authentic work/capstone/CLLKs experience opportunities into				2027-2030	Develop and design a showcase event/poster session



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core instructional sequences					for student work and the diversity of opportunity.
Leverage Digital Optimization Analysis & Plan Report to create guidance and alignment with curricular & assessment needs.	Goal 2: Obj 4	Supervisor of IT, Department Supervisors Lead Teachers	Meeting time, Digital Optimization Analysis & Plan Report, Curriculum documentation	2026-2028 / Ongoing	Define next implementation steps and annual review survey/report.
Have third party evaluation of current infrastructure, cybersecurity posture, communications systems, etc. to identify strengths and gaps in physical technology.	Goal 2: Obj 4	External Technology Consultant(s), Supervisor of IT	IT Staff to work with consultant(s), Budget allocation for professional consultant(s)	2026-2030	Analysis documentation from third part(ies) with recommendations
Form technology task force to evaluate software/digital subscriptions and resources with a crosswalk of features to identify redundancies.	Goal 2: Obj 4	Supervisor of IT, IT Representatives Students, Staff representation from all areas, Community members	Meeting time, Budget allocation for infrastructure and devices, Funding/ potential stipends	2026 - 2030	Crosswalk document with recommendations for future subscriptions.



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Goal 3: Engagement

Increase engagement of students and families from K-12 through school activities, peer support, and community outreach so that students are fully committed and participating members of the school community and beyond.

1. Actively engage all families, future, present and past as a Pre-K-12 learning community.
2. Ensure opportunities of engagement within the 9-12 grade level experience.
3. Create peer engagement throughout the year, providing opportunities for upperclassmen to mentor underclassmen.
4. Provide positive/service-oriented engagement as part of restorative practices for behavioral and learning challenges.
5. Continue the support for and growth of active engagement as part of all student's learning experiences in all courses.

Major Activities	Corresponding Objective(s)	Board/ Staff	Resources	Timeline(s)	Indicator(s) of Success
Strengthen alumni outreach by utilizing existing alumni database and a procedure for reunion promotion and tours if requested.	Goal 3: Obj 1	College & Career Counselor, Principal and Vice Principals	SCOIR	2026-2027	Expand interaction with alumni beyond counseling's Alumni Day. Identify events or activities for alumni to attend/participate and reach out to them with invitation. Procedures created for reunion promotion and scheduling of tours.
Create an Alumni Day with campus events/games and examine re-creation of Hall of Fame. Establish alumni liaison position to meet objective.	Goal 3: Obj 1	Athletics Supervisor, Principal, Co-curricular Activities Supervisor, Communications Officer, Human Resources	Potential funding for stipend position, Facilities use, Budget for day	2029-2030	Creation of alumni liaison stipend position (identify emerging leader potentially for position). Alumni Day created and scheduled with corresponding activities/games/events, etc. and participation numbers. Promotion to sending



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				districts and residents of regional district. Wrap into upcoming 75th anniversary of the school (Sept 2031).
Continue to increase outreach to K-8 districts to showcase Central's academic, athletic and extra-curricular activity offerings.	Goal 3: Obj 1 Goal 3: Obj 3	Communications Officer, Director of Curriculum and Instruction, Director of Special Services, Supervisors, Counseling Department, Principal and Vice Principals	Meeting time, Resources for materials	2028-2029
Expand upon existing K-8 school visits by HCRHS students and staff so each subject area has one activity or initiative to engage with younger children. Vice versa, identify ways to invite K-8 students into the high school.	Goal 3: Obj 1 Goal 3: Obj 3	Director of Curriculum and Instruction, Director of Special Services, Supervisors, Counseling Department, Principal and Vice Principals	Resources/ funding for opportunities identified, Planning time	2029-2030
				Continue sending district all star basketball game and expand to other sports. Market magnet program showcase to middle schoolers through email and social media. Open House expanded to 7th & 8th Grades in 2026. Continue emails and social media outreach to sending district communities regarding HCRHS offerings. Current examples include Children's Play, Spanish Honor Society readings, music performances, Red Devil Ambassadors, middle schoolers visiting TV studio, and joint music performances. Continue the above and identify and create a list of events/initiatives for other



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					departments to connect with K-8 children and send invitations.
Increase student involvement in community service by developing goals per grade level for community service hours and allowing students to track hours in Genesis. In addition, add community service tokens in Genesis for staff to enter, similar to praise referral.	Goal 3: Obj 2 Goal 3: Obj 3 Goal 3: Obj 4	Technology staff, Vice Principals, Counselors and Counseling Department	Committee meeting/ planning time, Potential budget for technology	2027-2028	Identify number of community service hours as a suggested goal for each grade level. Incorporate into a student's 4-year plan, which is a living document. Measured increase in community service performed by students. (Four year plan made accessible to parents in Genesis.) Creation of community service entry form in Genesis and corresponding report students can run to add to their college admissions. Creation of community service token form on staff side of Genesis similar to praise referral.
Expand current Student Activities Assistant position to include community service liaison. Position will perform outreach and create an	Goal 3: Obj 2 Goal 3: Obj 4	Human Resources, Co-Curricular Activities Supervisor, Principal	Check with other high school districts for how they promote community service.	2027-2028	Job description changed to include community service liaison. List of community service opportunities created.



ongoing list of available community service opportunities within the regional district community or on campus.					
To increase use of tutorial time, wrap tutorial within the school day, which will require change to master schedule.	Goal 3: Obj 5	Scheduling committee, Principal, Director of Curriculum and Instruction, Director of Special Services, Supervisors	Consider contracted Schedule C vs volunteer positions.	2029-2030	Possible change of schedule with tutorial taking place during the school day. Tracking use of tutorial time by students and increase in use.
To ensure clubs are meeting student interest, require an end-of-year report from each club advisor be submitted to the supervisor of student activities detailing number of meetings held, attendance at each and activities and fundraisers held throughout the year. Expansion and recognition of co-curricular activity impact	Goal 3: Obj 2	Co-Curricular Activities Supervisor, Principal		2026-2027 2029-2030	End of year reports submitted to the supervisor of student activities.
Create a Student Leadership Conference with club members, involving both upper and underclassmen.	Goal 3: Obj 3	Co-Curricular Activities Supervisor	Reach out to other high schools who hold this type of conference.	2030-2031	Leadership conference agenda created and conference held. Increased scores on climate and culture survey regarding belonging and overall culture of school.



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Continue to expand the New Student Program for students not from our sending districts.	Goal 3: Obj 1 Goal 3: Obj 3	Vice Principals, Principal, Counseling Department	2026-2027	Dinner or orientation event held annually with ongoing meetings during school year to touch base. 1) Educating on high school and connecting them socially, then 2) measuring increase of academic performance.
Relocate 18-21 program to off campus site and use the new location as a community hub as well.	Goal 3: Obj 1 Goal 3: Obj 5	Special Services Department, Business Office	2030-2031	Space found and budget funds available and approved in District budget



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Goal 4: Health and Wellness Increase communication with students to encourage consistent open-communication and improve/maintain their well-being.					
1. Foster healthy habits and review cafeteria offerings. 2. Continue to encourage a safe and inclusive school environment by modeling and expecting empathy and resilience. 3. Provide tiered support services. Ensure each student is able to identify and have access to a trusted adult. 4. Increase opportunities for feedback/check-ins. Encourage self-awareness skill building and utilization. 5. Balance learning strategies to support varied learning and communication styles.					
Major Activities	Corresponding Objective(s)	Board/ Staff	Resources	Timeline(s)	Indicator(s) of Success
Develop student wellness initiatives in all areas/ departments of the District.	Goal 4: Obj 1 Goal 4: Obj 5	Food services, Health and Physical Education Supervisor and teachers, House Teams, Counseling Supervisor/ Department	Meeting time, potential budget for stipends, Technology support for tracking, Professional development for staff	2026-2027	Documented wellness initiatives
Establish a culture that promotes a positive school climate.	Goal 4: Obj 2 Goal 4: Obj 4	Staff, students, outside referrals, school activities (ex: New Student Meal)	Funding for prevention activities, Current peer mentoring opportunities, Funding and resources for new peer mentoring activities, Professional development for staff	2026-2027/ Ongoing review	Climate and Culture survey results (questions specific to initiatives and projects in order to measure progress and growth)
Increase awareness of school-wide supports and interventions	Goal 4: Obj 3 Goal 4: Obj 5	All teachers and staff; Further involvement from MTSS staff , I&RS/504 teams, House teachers, House teams, Counseling	MTSS Framework sharing–Documented processes for: I&RS, 504, Accommodations, MTSS, RTI	2026-2027 - Initial review of student awareness (from Climate and Culture survey data)	Climate and Culture survey results Activity metrics for RTI, Peer Tutoring,



	Supervisor/Department, Director of Special Services			2027-2028 - Increased initiatives, with ongoing review and revision based on data	etc.
Increase student check-ins by exposing students to a variety of school personnel.	Goal 4: Obj 2 Goal 4: Obj 4	Health and Physical Education Supervisor and teachers, House Teams, Counseling Supervisor/ Department, Relevant teachers and staff	Class time, Class meetings, Block 5/ tutorials, Professional development for staff	2026-2027 - Assessment of current systems and professional learning 2027-2028 - Implementation and ongoing review	Climate and Culture survey data Counseling turnstile data Student planning document for college/ and career readiness/ preparation
Develop a foundation of student strengths and challenges, and increase a shared vocabulary and mission around student learning styles and communication/ expression preferences	Goal 4: Obj 4 Goal 4: Obj 5 Goal 1: Obj 6 Goal 1: Obj 7 Goal 2: Obj 1	Counselors, teachers, and staff for analysis of current strengths and challenges; Principal and Vice Principals, Counseling Supervisor	Meeting time, potential funding for resources and professional development	2026-2027 - Assessment and review of current practices 2027-2028 - Professional Development and implementation 2028-2029 - Ongoing review and revision	Climate and culture survey data