District Goals 2026-2027

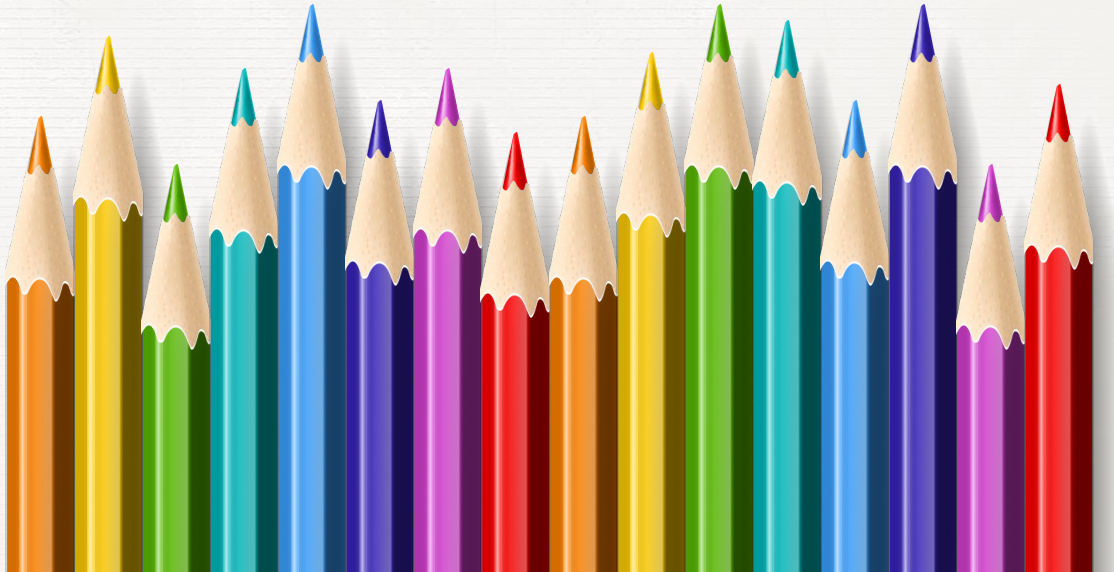
September 8, 2026 Board of Education Meeting
Jonathan Hart, Ph.D., Superintendent of Schools

Readington Township Public Schools
Together, Inquire and Inspire

"In any given moment we have two options: to step forward into growth or step back into safety."

-Abraham Maslow

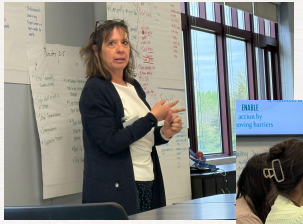
1. Strategic Work



Our Mission

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

Strategic Planning Process

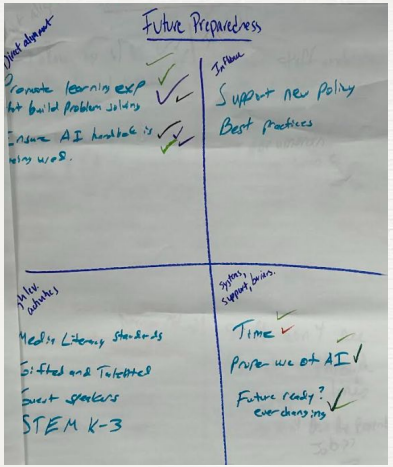


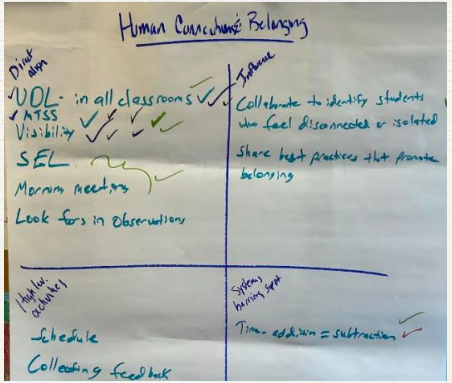
- April - Strategic Planning Core Team Meeting
- April-May - Strategic Planning Committee meeting with administration and facilitator. Final crafting of goals.
- June - Strategic Planning Goal Committee Chairs selected:
  - Human Connection: Dr. Burns & Mrs. Truempy
  - Academic Rigor: Dr. Brown & Mrs. Applegate
  - Future Preparedness: Mr. Charleston & Mrs. Zimmerman
  - Fiscal Stewardship: Mr. Bohm & Dr. Hart
- June - Chairs select sub-committee participants.
- July-August - Action Steps Created.
- August - Goals Approved by the BOE (2026-2031).
- September - Phase I (2026-2027) Goals Established.

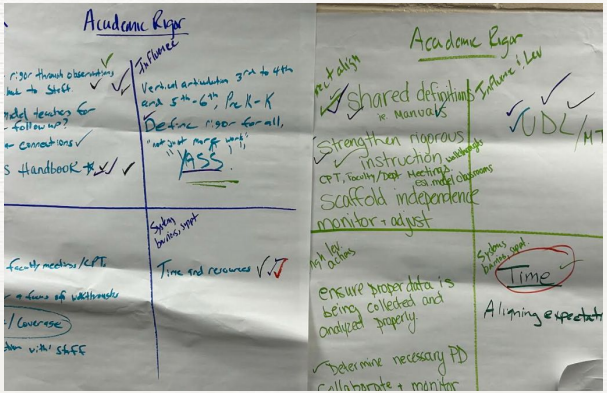
Leadership Retreat

Strategic and Adaptive Work: An ‘Unpacking Matrix’

- How does this goal directly align with my job role?
- How can I support and influence this goal where it’s not directly aligned?
- What are my high-leverage actions related to the goal?
- What are the systems and supports I need? What are potential barriers?







2. Strategic Goals Informed District Goals

How will the strategic plan direct our attention?

Four Focus Goals

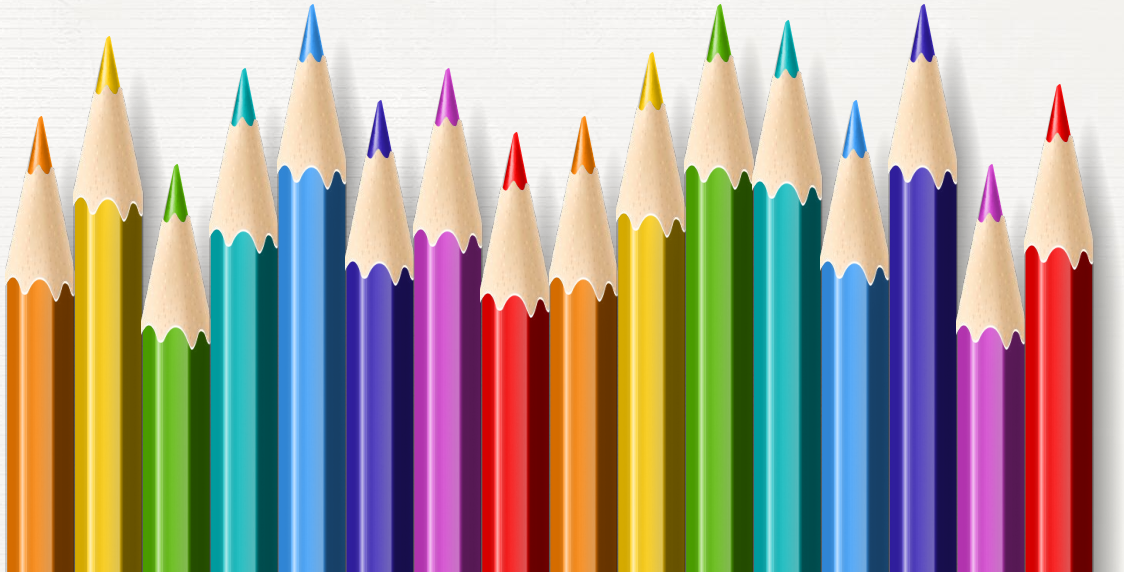
Focus Goals:

1. Human Connection & Belonging
2. Academic Rigor
3. Future Preparedness
4. Fiscal Stewardship

This year is ‘phase 1’ for most goals. This includes audit, alignment, observation, building frameworks, investing in professional learning.

3. Action Steps for Each

What will we do? How will we do it?



Goal 1: Human Connection & Belonging

Focus: Establish baselines for terms such as value and support. Implement belonging routines through Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), and Responsive Classroom.

- Conduct Climate Surveys;
- Use the MTSS Handbook with fidelity and observe outcomes;
- Pilot UDL in classrooms and use those classrooms as models;
- Provide professional development on the Core 4 concepts of Morning Meeting (from *Responsive Classroom*);
- Begin an administrative book club: *The Listening Leader*.

Goal 2: Academic Rigor

Focus: Develop a framework of academic independence and responsibility on a K-8 continuum.

- Describe and define academic rigor;
- Observe areas of academic rigor in classrooms using model classrooms;
- Introduce Harvard's Project Zero Thinking Routines as professional development for critical thinking skills;
- Develop interventions using newly developed MTSS protocols and UDL;
- Revise 6-8 ELA Curriculum enhancing opportunities for rigor;
- Review K-5 Report Card.

Goal 3: Future Preparedness

Focus: Launch AI Handbook and audit digital literacy standards. Future preparedness includes: digital literacy, critical thinking, sustainability, and life skills.

- Set parameters using the AI Handbook;
- Audit and align digital literacy standards to curriculum;
- Use Harvard's Project Zero Thinking Routines to enhance critical thinking skills;
- Align district Green Committee initiatives with the UN Sustainable Development Goals;
- Continue previous Green Initiatives: baseline utility data, direct install programs, and solar installation.

Goal 4: Fiscal Stewardship

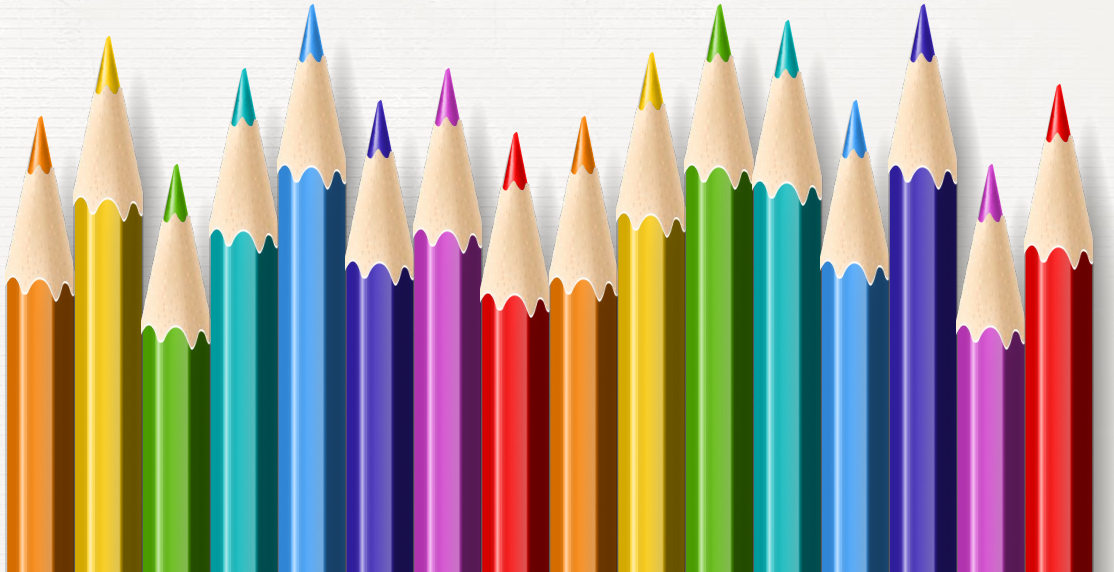
Focus: Plan and prepare a responsible 2027-2028 budget.

Develop long-term priorities for the future beyond 2028.

- Early identification of budget pressures including health care premiums;
- Identify cost-saving measures;
- Review data on recently settled contract negotiation agreements.

4. Measurements

How will we know we achieved our goals?



How will we collect data?

The following will be ways in which we collect data:

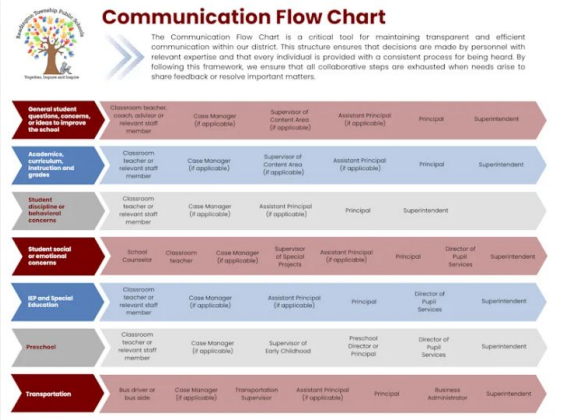
- Instructional Rounds (like hospital rounds);
- Project completion/deliverable (i.e., handbooks, Frameworks, professional development offerings, curricular documents, etc.);
- Surveys or feedback forms;
- Meeting minutes or notes;
- Curriculum revisions;
- Student reports or data in iReady, NJSLA, etc;
- Staff Professional Development Plans.

Other Work Ahead

QSAC Review Year from DOE;

Communications;

Referendum Projects.



Communication Flow Chart

The Communication Flow Chart is a critical tool for maintaining transparent and efficient communication within our district. This structure ensures that decisions are made by personnel with relevant expertise and that every individual is provided with a consistent process for being heard. By following this framework, we ensure that all collaborative steps are exhausted when needs arise to share feedback or resolve important matters.

General student questions, concerns, or ideas to improve the school	Classroom teacher, coach, advisor or relevant staff member	Case Manager (if applicable)	Supervisor of Content Area (if applicable)	Assistant Principal (if applicable)	Principal	Superintendent	
Academics, curriculum, instruction and grades	Classroom teacher or relevant staff member	Case Manager (if applicable)	Supervisor of Content Area (if applicable)	Assistant Principal (if applicable)	Principal	Superintendent	
Student discipline or behavioral concerns	Classroom teacher or relevant staff member	Case Manager (if applicable)	Assistant Principal (if applicable)	Principal	Superintendent		
Student social or emotional concerns	School Counselor	Classroom teacher	Case Manager (if applicable)	Supervisor of Special Projects	Assistant Principal (if applicable)	Principal	Director of Pupil Services	Superintendent
IEP and Special Education	Classroom teacher or relevant staff member	Case Manager (if applicable)	Assistant Principal (if applicable)	Principal	Director of Pupil Services	Superintendent	
Preschool	Classroom teacher or relevant staff member	Case Manager (if applicable)	Supervisor of Early Childhood	Preschool Director or Principal	Director of Pupil Services	Superintendent	
Transportation	Bus driver or bus aide	Case Manager (if applicable)	Transportation Supervisor	Assistant Principal (if applicable)	Principal	Business Administrator	Superintendent

Thanks!

Any questions?