

2020-2025 Strategic Plan



BOARD OF EDUCATION OF THE BOROUGH OF FAIR HAVEN

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Introduction

The mission of the Fair Haven School District is to provide a strong academic foundation and to educate, challenge, and inspire students to reach their full potential.

Using this mission as its guide, five years ago the Fair Haven Board of Education and community-at-large came together to create a strategic plan for our school district. “Vision 2020,” as the plan was called, laid out a vision for our schools that it sought to realize in 3-5 years. The numerous goals of that strategic plan were accomplished, culminating in the referendum project that is currently underway.

With the completion of “Vision 2020,” the Fair Haven community again came together to plan for the future. Thanks to robust participation from this community, the Fair Haven Board of Education has been able to gather essential information about where our community members envision our schools five years from now, the goals, functions, and needs that our stakeholders find most important, and the core values that our community believes should underpin decision-making along the way. This vast input from the Fair Haven community was thoroughly analyzed and used to develop the strategic plan laid out below. It highlighted the common vision that our district ***educate the whole child in a dynamic, engaging environment unique to Fair Haven, while valuing its faculty and the community-at-large.***

Along with the three central components of strategic planning, mission, vision, and core values, there are five topical sections of this strategic plan: Education and Curriculum, Faculty and Staff, Safety and Wellness, Community and Collaboration, and Finance and Facilities. Within each of these areas of focus, specific objectives have been outlined, along with tactics to achieve those objectives, timelines, parties responsible, and criteria to measure achievement of the goals.

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It should be noted that the timelines within this plan vary across the sections and, as this is a living document, may be adjusted as deemed necessary moving forward. Many if not most of the objectives that this strategic plan seeks to accomplish are already underway in large or partial form, while some are intended to be implemented further into the five-year timeline. The varied timelines within serve as a means for this plan to most accurately reflect the goals and objectives that are being achieved, in addition to ensuring that the our administration and staff are given adequate time and means to not only complete these objectives, but to accomplish them in ways that best serve our schools and reflect the high standards of the Fair Haven School District.

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The Strategic Planning Process

The active work for the 2025 Strategic Plan began in November 2019 with a Board of Education member survey. With this survey, members of the Board of Education reviewed the accomplishments of the previous strategic plan, looked critically at the strengths and weaknesses of our current schools, discussed the broad scope of input that needed to be gathered from the community in order to create the next strategic plan, and laid out ideas on the best ways to gather that information.

As the district's previous strategic plan had accomplished so much in terms of building the essential infrastructure and function of our schools, this strategic plan would have the luxury of being more nuanced and aspirational, encompassing all of the established building blocks of a strategic plan: mission, vision, and core values. In traditional strategic planning, the vision statement expresses what a community wants a school district to be accomplishing; the mission statement sets out what needs to be done to make that vision a reality; and the core values are guiding principles that the community indicates should be honored and upheld throughout the creation and implementation of the strategic plan.

The next step in planning came in January 2020 with the creation of a Strategic Planning Sub-Committee of the Board of Education. This subcommittee is composed of four members of the board and Superintendent Sean McNeil, and has met monthly or more since its first meeting in January.

To begin, the committee received an extensive input document created by Superintendent McNeil and the building principals. In this document, the administration analyzed nearly all aspects of the Fair Haven School District and provided information on the steps they believed were critical in moving our schools in the right direction over the next five years.

Using the information gathered from the Board of Education and the administration, the Strategic Planning committee then drafted a detailed Teacher and Staff Survey that was distributed in February. As always, the Fair Haven teachers and staff went above and beyond and provided invaluable insight and reflection on the best ways to improve our school district over the next five years.

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Next, the Board of Education hosted three broadly advertised community meetings in early March. All of the meetings utilized the same format and had approximately 20 attendees each. The participants represented a broad cross section of the Fair Haven community, including administration, staff, parents of students, and other community members.

During the meetings, participants independently assessed strengths and weaknesses of the Fair Haven School District, and shared new ideas and goals for our schools. First, attendees split up into small groups. The groups reviewed and analyzed the independent contributions of the meeting's participants, along with the input already gathered from Board of Education members, administration, teachers, and staff. The small groups then shared their findings and conclusions with the larger meeting. The groups' priorities and ideas were outlined and summarized, and similarities and differences between the small group discussions were highlighted.

Following the community meetings, a community survey was distributed to gather as much input as possible and provide opportunity for community members to contribute who were unable to attend the in-person meetings. The community survey questions were comprehensive and reflected input gathered through the earlier surveys and community meetings, while also including broad opportunity for independent insight and contributions. The strong response from the Fair Haven community was vital to the creation of this plan. Of the nearly 400 responses, every comment was carefully read and considered. Indeed, all information gathered over the six-month research period was utilized in the creation of the 2025 Strategic Plan.

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COVID-19

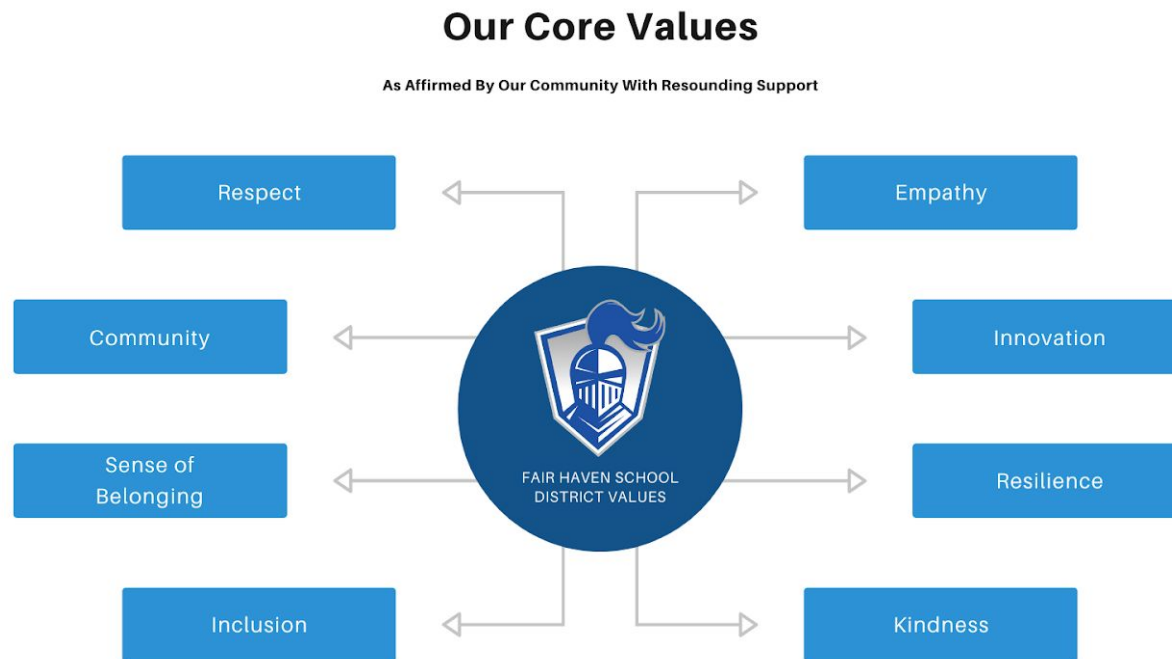
The bulk of the research for this strategic plan was conducted prior to COVID-19, concluding with the community survey which was distributed to Fair Haven just after our schools were moved to virtual learning in March 2020. As always, a strategic plan is a living document that may be updated as time passes and new information becomes available. This is even more true now. Every section of this strategic plan has been updated with information regarding how COVID-19 may affect the objectives outlined within that section, or the tactics needed to achieve those objectives. It is the Board of Education's intention to remain as faithful as possible to the original vision communicated by our community. Accordingly, the COVID-19 sections of this plan will be adjusted as necessary during this unprecedented time and will be removed at such time that they no longer apply.

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Our Core Values

When the Fair Haven community provided input during the building of this strategic plan, it responded with notable unity that the following core values are central to our school district and should be upheld with fidelity. They are laid out below in no particular order and were considered greatly during the creation of this strategic plan.



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Legend:

We have used abbreviations to indicate responsible parties for each objective. Please refer to the following legend, and additionally the glossary at the end of this document.

Abbreviation	Expanded Title
BOE	Board of Education
Sup	Superintendent of Schools
BA	Business Administrator
Dir-CI	Director of Curriculum and Instruction
Prin-K	Knollwood Principal
Prin-S	Sickles Principal
Sup-SS	Supervisor of Students & Special Services
Sup-BG	Supervisor of Buildings and Grounds
Sup-IPS	Supervisor of Instructional Programs & Support
Coord-IT21	Coordinator of Innovation, Technology & 21st Century Skills
Tech	District Technology & Network Administrator

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Education and Curriculum

The FH community puts the highest value on the education of our students. Our strengths lie in a dedicated staff that is willing to go the extra mile to help students be successful, programmatic offerings to educate, challenge, and inspire students to reach their full potential, and supports to meet the needs of all students.

Education and Curriculum: (Education Committee)

Objective	Tactics	Timeframe	Responsible Person/Unit	Assessment of Goal
1. Improve targeted, differentiated instruction in the classroom	<ul style="list-style-type: none"> ● Increase opportunities for student-led learning and critical thinking ● Provide PD to support teachers in in-class differentiation, utilizing in-district expertise and out of district specialists ● Peer-to-Peer Observations ● PD on how varying LD's may present in classroom ● PD on Executive Functioning to help differential instruction ● Streamlining the focus of PD - using full days to address differentiation/specific district goals ● Staff Learning Fair(s) ● Behavior Intervention Plans (BIP) ● Appropriate Teacher Observation Based Feedback 	2020-2025 2021-2022 - Personalized PD	Sup Dir-CI Prin-K Prin-S Sup-SS Sup-IPS Interventionists Counselors CST Teaching Staff	<ul style="list-style-type: none"> ● Review of PD schedule in Ed Committee July meeting annually ● Tier plans utilized in classrooms ● Post Survey for staff ● Subsequent Teacher Observations ● Formative & Summative Assessment Data

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<p>2. Enhance STEAM Education learning opportunities for all students to enrich their interdisciplinary connections</p>	<ul style="list-style-type: none"> • Provide PD to support teachers in STEAM differentiation • Support STEAM by way of human resources, scheduling, room, etc. • Formalize STEAM instruction delivery • Redefining Arts Integration as part of STEAM approach. • Provide PD for Teaching Staff to Incorporate STEAM based activities and instruction within general classes K-8 	<p>2020-2021 STEAM Course (Grades 7-8)</p> <p>2020-2022 Update and Implement K-6</p>	<p>Dir-CI STEAM Teacher Coord-IT21 Teaching Staff</p>	<ul style="list-style-type: none"> • Classroom Observations • Fully developed curriculum • Post Survey for Staff
<p>3. Emphasize successful student transitions for key moments in their academic career (3-4, 5-6, 8-9)</p>	<ul style="list-style-type: none"> • Continue Knights Postal Service for grades 3-4-Modified to account for COVID as necessary • Articulations for all Content areas between grades 6-8 with RFH • Staff Articulation between grades 3-4 • CST Articulation meetings between Sickles to Knollwood • CST Articulation meetings between Knollwood and RFH • Include Sickles principal in grade 3-4 transition orientation opportunity for parents • Continue Counselor based transition meetings for all FHTSS, 504, and students identified as needing transitional support for these key moments • Invite private preschools with prospective Fair Haven students to articulate with FH Staff to 	<p>2020-2025</p>	<p>Sup Dir-CI Prin-K Prin-S Sup-SS Sup-IPS Interventionists Counselors CST Related Services Teaching Staff</p>	<ul style="list-style-type: none"> • Fall check in scheduled with receiving teachers • Solicit feedback from receiving grade level teachers • Review SGO development and outcomes (analyzing data and progress) • Post survey for families regarding orientation opportunities • Post survey for CST • Post survey for Private Pre-k providers • Review of incoming KG FH screener assessment

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	improve pre-k instruction			
4. Reemphasize best practices for Reading/Writing Curriculum to meet the needs of Fair Haven students and teachers	<ul style="list-style-type: none"> • Reengage Teachers College to provide outside PD for staff • Continue to send incoming staff and staff who need or request further support to TC Summer institutes • Utilize Atlas curriculum database to make available resources and pacing readily available to teaching staff • Utilize PLC model to ensure staff understanding and consistent delivery of standards based literacy instruction • Emphasize effective literacy instruction-based feedback via outside PD, teacher observations, collegial observations • Evaluate staffing needs to determine potential for literacy based instructional coach 	<p>2021-2022 - Planning/ Staffing Needs</p> <p>2022-2025 Implementation</p>	<p>Sup Dir-CI Prin-K Prin-S Sup-SS Sup-IPS Interventionists Teaching Staff</p>	<ul style="list-style-type: none"> • Annual review of current adaptation of the Teachers College curriculum • Review of teacher observation data and feedback specifically regarding literacy instruction • Diagnostic data analysis specific to literacy and literacy subsets (Phonics, vocabulary, comprehension) • Evaluation of student work samples in accordance with standard-specific rubrics • Evidence of anecdotal notes and specific feedback to students
5. Embed a formal, research-based Social & Emotional Learning framework in all curriculum	<ul style="list-style-type: none"> • Continuity of programming (including assemblies), intervention, and approach for SEL among students and staff • Provide professional development to teaching staff and school counselors in SEL • Infusion of SEL into appropriate lessons via the curriculum • Review evidence-based SEL programs 	<p>2020-2021 Research & Planning</p> <p>2021-2022 Admin PD</p> <p>2022 - 2025 Implementation</p>	<p>Sup Dir-CI Prin-K Prin-S Sup-SS Sup-IPS Dean of Students Counselors CST Related Services Teaching Staff</p>	<ul style="list-style-type: none"> • Common language shared among staff and between schools • Review discipline and evaluate HIB cases via School Safety Team Committee meetings and School Improvement Plan (ScIP) committee • Survey of students

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	<ul style="list-style-type: none"> • Provide continued counseling services within each school • Bridge the K-5 vernacular to include “Okay/Not Okay” behaviors and language • Articulation sessions between counseling staff, CST, and related services • Continue to hold School Safety Team meetings 		Support Staff	<p>regarding their social-emotional well-being (pre and post)</p> <ul style="list-style-type: none"> • Guidance counselors self-reflection of effectiveness (development and use of a common rubric)
6. Implement and monitor a multidisciplinary, district-specific Gifted Education Program	<ul style="list-style-type: none"> • Establish a high-level framework for what we want gifted education to be in Fair Haven. • Establish a Gifted Education Committee to review student selection, criteria, programming, etc. • Have a Gifted Education Coordinator to meet with students and create a curriculum • Establish criteria by which success of the program will be measured, i.e. which data to include in yearly review. • Evaluate staffing needs to determine potential for full-time Gifted Education teacher 	<p>2020-2021 Pilot Program (K-8)</p> <p>2021 - 2025 Full Program (K-8)</p>	<p>Dir-CI Prin-K Prin-S Gifted Education Coordinator(s) Gifted Education Committee</p>	<ul style="list-style-type: none"> • Success implementation of Gifted Education Pilot Program • Students identified for Gifted Education Services • Formal Gifted Education Program fully implemented • Formal Gifted Education curriculum • Program self-evaluation through the NAGC Master Program Checklist and feedback surveys • Annual data review in Ed Committee
7. Build a data collection and evaluation process that effectively drives and informs student instruction.	<ul style="list-style-type: none"> • Continue to foster development of District Data Team • Invest in a data warehouse to host all available student data 	2020-2021 Pilot LinkIt Data Warehouse/	<p>Sup Dir-CI Prin-K Prin-S</p>	<ul style="list-style-type: none"> • Calendar established to review student data by grade and subject in Ed

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		<p>Reengage Data Committee</p> <p>2021-2022 Train staff in data warehouse</p> <p>2022-2025 Utilize data in PLCs</p>	<p>Sup-SS Sup-IPS</p>	<p>Committee</p> <ul style="list-style-type: none"> • Use of LinkIt to house data, make data available to staff, and also implement online assessments where applicable • PLC agendas/minutes
8. Focus on PLCs (K-5)	<ul style="list-style-type: none"> • PLCs to focus on learning, collaborative culture, and results (student achievement, assessment data, goal setting, reflection) • Regular review of curriculum documents with time for teachers to meet and streamline documents • Invest in a curriculum warehouse to catalog and standardize all curriculum documents 	2020-2025	<p>Dir-CI Prin-K Prin-S Sup-SS Sup-IPS Teaching Staff</p>	<ul style="list-style-type: none"> • PLC agendas/minutes • Use of Rubicon Atlas to map curriculum and assessment standards (shared via PLC) • Evidence of goal setting via PDPs and SGOs • Continuation of gap analysis, pacing, and evaluation of PLC topics
9. Emphasize connecting learning and learners in Fair Haven with the world and the nation.	<ul style="list-style-type: none"> • Provide professional development to staff on how to infuse and instruct students in world issues • Incorporation of civics-based instruction via new, state adopted Social Studies standards • Align resources and develop additional big ideas/essential 	2022-2025 (Updated Social Studies curriculum)	<p>Sup Dir-CI Prin-K Prin-S Sup-SS Sup-IPS Coord-IT21 Teaching Staff</p>	<ul style="list-style-type: none"> • Completed crosswalk documents • Updated curricula • Teacher observation/use of resources • Evaluation of student work samples in accordance with

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	<p>questions to address current events</p> <ul style="list-style-type: none"> • Develop a crosswalk to link factual historical events to relevant current events 			<p>standard-specific rubrics</p>
<p>10. COVID-19 Response:</p> <ul style="list-style-type: none"> • Enhance virtual teaching and learning practices • Assess and remediate educational gaps from Spring 2020 and the 2020-2021 School Year 	<ul style="list-style-type: none"> • Provide grade levels with gap analysis documents, created by peers • Provide time for grade level teams to create dynamic pacing guides (year at a glance and month-by-month), mapping the priority standards to cover, including those that were not addressed in the Spring 2020 marking period • Provide staff with resources for online, instructional sites (can also be staff driven) • Embedding current technologies to target instruction and provide PD opportunities to enhance student learning 	<p>2020-2022</p>	<p>Prin-K Prin-S Dir-CI Sup-SS Sup-IPS Coord-IT21 Tech</p>	<ul style="list-style-type: none"> • Gap Analysis documents • Pacing guides by grade level and content area • Local and state assessment data • Evaluation of remote learning strategies • Feedback from staff regarding remote learning

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Faculty and Staff

The FH community puts the highest value on our faculty and staff. Our greatest strength is a dedicated staff that is willing to go the extra mile to help students be successful.

Faculty and Staff: (Human Resources, Education Committee, Finance & Operations Committee)

Objective	Tactics	Timeframe	Responsible Person/Unit	Assessment of Goal
1. Professional development opportunities, incl. personalized learning	Promote: <ul style="list-style-type: none"> • Best in class instruction from resident experts • Consistency among grade-level teams • Maintain PLCs • Survey staff and offer a menu of professional development opportunities to be facilitated during a peer-to-peer learning fair 	2021-2025 (specific PD developed in accordance with each year's district goals)	Sup BA Prin-K Prin-S Dir-CI Sup-SS Sup-IPS Tech Professional Staff	<ul style="list-style-type: none"> • Review of PD schedule in ed committee July meeting annually • Post Learning Fair Surveys • Teacher observations • PDPs
2. Staff wellness	<ul style="list-style-type: none"> • FH district cares for the “whole teacher” • SEL learning opportunities for faculty and staff • Awareness of equity considerations in decision-making • Provide strong health-care packages, including mental health services 	2020-2021 Admin PD 2021-2025 Implementation Benefits review at each cycle	Sup BA Prin-K Prin-S Dir-CI Sup-SS Sup-IPS Counselors School Nurses Parent Organizations	<ul style="list-style-type: none"> • Review of PD schedule in ed committee July meeting annually • BOE to review benefits options to be sure they're strong

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<p>3. Team building and mentorship</p>	<ul style="list-style-type: none"> • Creating additional leadership roles and responsibilities • Developing additional across-building opportunities to partner and learn with peers. 	<p>2020-2022</p>	<p>Prin-K Prin-S Dir-CI Sup-SS Sup-IPS Professional Staff</p>	<ul style="list-style-type: none"> • Presentation in Ed Committee
<p>4. Professional Development on differentiated learning</p>	<ul style="list-style-type: none"> • Peer-to-Peer Observations • PD on how varying LD's may present in classroom • PD on Executive Functioning to help differential instruction • Streamlining the focus of PD - using full days to address differentiation/specific district goals • PD focusing on the co-teaching model, including best practices in special education 	<p>2020-2025 2021-2022 - Personalized PD</p>	<p>Prin-K Prin-S Dir-CI Sup-SS Sup-IPS Interventionists ICR Teachers CST</p>	<ul style="list-style-type: none"> • Review of PD schedule in ed committee July meeting annually
<p>5. Competitive compensation</p>	<ul style="list-style-type: none"> • Utilize statewide comps to ensure we are competitive in negotiations. 	<p>2021-2022 Custodial and FHEA contracts reviewed a year prior to their renewal</p>	<p>Sup BA</p>	<ul style="list-style-type: none"> • Presentation of comps to BOE finance committee and negotiations committee a year prior to contract expiration
<p>6. COVID-19 Response:</p> <ul style="list-style-type: none"> • Maintain a safe working environment for staff • Create opportunities for staff to balance work and homelife in this extraordinary time 	<ul style="list-style-type: none"> • Pandemic Team Meetings (building and district) • Individual meetings with staff as needed • Staff Surveys to determine needs and projections • Facilitate Federal mandates as necessary in support of staff 	<p>2020-21 (ongoing if necessary)</p>	<p>Sup BA Sup-BG Prin-K Prin-S Dir-CI Sup-SS Sup-IPS</p>	<ul style="list-style-type: none"> • Presentation to Facilities & Operations Committee regarding outcomes, accommodations, and facilities upgrades/modificati

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	<ul style="list-style-type: none"> • Utilizing grant funds to provide materials for safe learning environments • Explore childcare opportunities to provided within the workplace • Provide staff with PPE • Continue to modify Reopening Plan as necessary in response to COVID related data and information • Upgrade facilities as necessary to ensure improved air quality • Modify classroom environments to support pandemic teaching and learning • Redesign daily building operations and procedures to support pandemic teaching and learning 			<ul style="list-style-type: none"> • ons, PPE • Presentation to HR Committee regarding outcomes, accommodations, and facilities upgrades/modifications, PPE
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Safety & Wellness

The safety and wellness of our students and staff are top priorities of the Fair Haven School District. It is very clear that without safety in schools, all else becomes meaningless. Additionally, schools must educate the whole child and this can only be accomplished by considering the wellness of the student body and staff with every decision.

This element of the strategic plan was central and strongly prioritized prior to Covid-19, and has only become more critical given the current circumstances. This strategic plan is a living document and will be updated as necessary throughout this unprecedented time, in order to ensure that our plans are consistent with the realities of our ever-changing world.

Safety & Wellness: (Education Committee & Human Resources)

Objective	Tactics	Timeframe	Responsible Person/Unit	Assessment of Goal
1. Growth of the Social and Emotional Learning Curriculum	<ul style="list-style-type: none"> Continuity of programming and interventions for student wellness, including mindfulness, executive functioning, the critical role of empathy in equity, mental health, and substance abuse (where appropriate.) Increased study skills and time management education for all students. Incorporation of tangible life skills into the curriculum in ways that build students' confidence and resilience (public speaking, interview skills). Focus on digital citizenship and the ways that cell phone and computer use, social media, and gaming can 	2020-2021 Admin PD 2021-2025 Implementation	Sup Prin-K Prin-S Dir-CI Counselors Nurses Interventionists Gifted Coordinators CST Parent Organizations	<ul style="list-style-type: none"> Classroom observations. PLC agendas and minutes. Periodic surveys of teachers, staff, and students. Administrative analysis and reporting. Updates from guidance counselors and curriculum directors on the status of their work in ensuring students' receive what they need in these areas.

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	<p>lead to anxiety and stress.</p> <ul style="list-style-type: none"> • Continue to assess effectiveness of student data points to ensure that students are not subjected to unnecessary testing. • Provide professional development to ensure teachers have the most up to date information on how to support their students' wellness and the focuses described above. • Within confidentiality guidelines, emphasize communication between teachers and staff members to ensure that all are best equipped with the knowledge to provide students with the support they need. • Prioritize the home-school connection. Broaden parent outreach and communication in these areas to maximize the support they are able to provide their children in these areas. • Identify outside providers to support implementation (i.e. MHA) 			<ul style="list-style-type: none"> •
<p>2. Expand students' sense of belonging within the school community.</p>	<ul style="list-style-type: none"> • Work to expand after-school programs and include more "non-sports" teams and electives. Utilize these options to continue to address "recess culture." • Celebrate and emphasize leadership through creativity and student passions, including increased student-led learning opportunities and electives. • Focus on student-transitions. 	<p>2021-22 Reengage typical offerings</p> <p>2022-2025 Explore and implement additional offerings</p>	<p>Sup BA Prin-K Prin-S Dir-CI Coor-IT21 Arts Integration Coordinator Counselors Club Advisors</p>	<ul style="list-style-type: none"> • Classroom observations. • PLC minutes. • Periodic surveys of teachers, staff, and students. • Administrative analysis and reporting. • Updates from guidance counselors,

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	<p>Utilize orientations as well as peer mentoring to support students as they progress, helping the younger students to acclimate as well as building self-esteem and empathy in the older students.</p> <ul style="list-style-type: none"> • Utilize restorative justice as a means to develop broader empathy, stronger social skills, reduce bullying, promote equity, and build students' sense of responsibility in their roles in their community. • Prioritize 4th and 5th grade culture as upper elementary school and sense of belonging at Knollwood. 			<p>Dean of Students, and administration on trends in student behavior and discipline.</p> <ul style="list-style-type: none"> • Parent meetings and outreach. • HIB • School Climate survey for students, staff, and parents
3. Promote staff wellness.	<ul style="list-style-type: none"> • Support teacher team dynamics and ensure teams have the gift of time to meet and collaborate effectively. • Emphasize teacher leadership and expand teacher mentorship opportunities. • Continue to provide effective and relevant professional development opportunities, including in-house learning and workshops. • Promote staff wellness through mindfulness, physical activities, and team-building exercises and celebrations. 	<p>2020-2021 Admin PD</p> <p>2021-2025 Implementation</p>	<p>Sup BA Prin-K Prin-S Dir-CI Sup-SS CST Counselors Nurses</p>	<ul style="list-style-type: none"> • Classroom observations. • PLC agendas and minutes. • Periodic surveys of teachers and staff. • Administrative analysis and reporting. • Master Schedules • PD Agendas • PDP's
4. Protect the physical health of our community. COVID-19 Response:	<ul style="list-style-type: none"> • Closely monitor public health concerns and comply with state recommendations. • Continuously reassess COVID protocols to understand impacts on students, both positive and 	<p>2020-2021 (ongoing if necessary)</p>	<p>Sup BA Prin-K Prin-S Dir-CI Sup-SS</p>	<ul style="list-style-type: none"> • Approval by Department of Health and State Board of Education. • Updates from administration,

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	<p>negative.</p> <ul style="list-style-type: none"> • Recognize the effects these necessary measures will have on the overall mental health and wellness of our community and make every effort to mitigate any negative effects. Implement Trauma Informed teaching practices for students. • Update our curriculum in all necessary ways to ensure the integrity of our programs and compensate for any lost learning opportunities due to public health concerns and distance learning. • Maintain awareness of public health concerns as we carry out our referendum and consider best practices for cleanliness and sanitation in our facilities. 		<p>CST Counselors Nurses Pandemic Teams</p>	<p>teachers, guidance counselors etc on wellbeing of students and their academic progress.</p> <ul style="list-style-type: none"> • Reports from administration and curriculum director on needs and updates occurring to meet those needs. • Gap analysis and updated pacing documents for grades/content areas • Updates from referendum team. • Review Pandemi Team meeting outcomes • Relevant academic data including diagnostics, F&P, NJSLA, etc.
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Community & Collaboration

Community and collaboration have always been a huge part of what makes Fair Haven unique. This is still true today and that priority is recognized in this strategic plan. Home-school connection and community involvement have always been critical, but require additional specific attention while we are navigating COVID-19.

Community & Collaboration: (Education Committee, Finance & Operations Committee, & Human Resources Committee)

Objective	Tactics	Timeframe	Responsible Person/Unit	Assessment of Goal
1. Expand the relationship between our schools and the broader community-at-large.	<ul style="list-style-type: none"> • Increase focus on student volunteerism. • Promote green initiatives, conservation, and sustainability. • Create opportunities for community members to share their expertise with students. • Continue to invite community input into the use of Title 1 funding. • Continue to prioritize positive working relationships with borough council and zoning board. • Continue to foster and grow relationship within the Competent Community • Continue to emphasize the Be A Good Neighbor Program with 	<p>2020-2021 Reengage typical offerings</p> <p>2021-2022 Explore new and additional offerings</p> <p>2022-2025 Implement new offerings</p>	<p>Sup BA Prin-K Prin-S Dir-CI Sup-IPS Counselors Coor-IT21</p>	<ul style="list-style-type: none"> • Updates from administration and curriculum director on volunteer opportunities for students, participation, and ways to connect to broader curriculum. • Creation of standard means for community input (i.e. yearly survey). • Input from Title 1 Survey taken into account when building grant programs. • Establishment of

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	students and families			<p>quarterly borough and district collaboration committee meetings, similar to Tri-District.</p> <ul style="list-style-type: none"> Continued community updates throughout the referendum and COVID-19.
2. Maintain and advance relationships with our neighboring districts. “Think like a K-12 District”	<ul style="list-style-type: none"> Awareness of articulation to RFH and integration with Rumson students in curriculum planning. Continue to explore shared service opportunities. Continue to prioritize tri-district collaboration. 	2020-25	BOE Sup BA Prin-K Dir-CI Sup-SS Sup-BG	<ul style="list-style-type: none"> Updates from administration and curriculum director about proactive articulation strategies, implementation, and the welfare of FH students at RFH and other neighboring high schools. Reporting and analysis from administration and business administrator. Tri-District meeting minutes.
3. Enhance the home-school connection and prioritize clear, concise, strategic communication.	<ul style="list-style-type: none"> Utilize available resources to create an overarching communications strategy, simple processes, clear templates and appropriate formats for information delivery prioritizing 	2020-25	Sup Prin-K Prin-S Dir-CI Sup-IPS Relevant	<ul style="list-style-type: none"> Creation of specific means to support parents (i.e. technology support, wellness education, parent education on

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	<p>clarity and retention</p> <ul style="list-style-type: none"> • Prioritize parent outreach and expand opportunities for parents to learn ways to support their children and our schools. • Review existing and potential communication tools for ease of information delivery and maximize information retention • Utilize Borough Communication Systems as necessary to ensure relevant communications are sent to community at large regardless of whether they have children in the schools • Parent information nights on curriculum and resources (such KG curriculum night, Google Classroom, etc.) • Resume parent presentations as COVID restrictions will allow 		Professional Staff based on topics	<p>special services).</p> <ul style="list-style-type: none"> • Quarterly curriculum newsletter • Occurance of Parent nights
<p>4. COVID-19 Response:</p> <ul style="list-style-type: none"> • Continue to fine-tune communication strategies to staff, families, and students wherever possible, especially in light of the vast amount of novel information frequently needing to be distributed at this time. 	<ul style="list-style-type: none"> • Continuously evaluate communication methods in order to maximize effective emergent messaging and avoid COVID retention burnout. • Maintain open lines of communication with parents about ways to best support their children through the various challenges that Covid-19 has brought into their lives. 	2020-21 and ongoing	Sup	<ul style="list-style-type: none"> • Evolving COVID community updates • COVID Q&A sessions • Return to in-person Board of Ed meetings with virtual option as needed for inclusion • Provide aid to parents on ways to support their children's heightened social and emotional needs, as well as how to best navigate virtual learning

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Finance and Facilities

Be a responsible steward of District resources, making sure that money is spent prudently to deliver the best possible education for our students. This includes ensuring that our facilities remain operational and safe for our students, and that the facilities are able to meet the needs of the District in the near and long term.

Finance & Facilities: (Finance & Operations Committee)

Objective	Tactics	Timeframe	Responsible Person/Unit	Assessment of Goal
1. Preserve our strong financial standing while maintaining programs, services, and facilities at maximum efficiency.	<ul style="list-style-type: none"> • Demonstrate fiscal responsibility through thoughtful and consistent oversight of budget development. • Ensure the alignment of resources with district strategic goals • Continue to expand shared service agreements with other schools, local government agencies and community groups • Provide sustainable, competitive compensation for faculty and staff • Prioritize funding for Teacher PD 	2020-2025	Sup BA BOE Tech	<ul style="list-style-type: none"> • Zero-based budget development employed for budget creation that addresses identified needs without major identifiable influx • Tax rate adopted was the minimum amount necessary to fund the budget • Approve year end audit with no findings • Pass fiscal management in QSAC
2. Assess, invest in, secure and optimize use of facilities throughout the referendum project.	<ul style="list-style-type: none"> • Ensure a timely and within budget referendum project completion. • Assess technological needs throughout construction and provide flexibility for future 	2020-2021 Completion Date: August 2021	Sup BA BOE Tech	<ul style="list-style-type: none"> • Review capital budget monthly in Finance/Operations Committee meetings • Review Bi-weekly

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	innovation and upgrades.			construction progress meeting minutes
3. Invest in our technology infrastructure and team	<ul style="list-style-type: none"> Identify, inventory, and evaluate all district technology including infrastructure, hardware and software. Remain up to date on technology tools utilized in the school and provide necessary professional development that allow staff to become comfortable with those tools. Continue to monitor web filtering policies to ensure the optimal effectiveness for instruction and for safety Review and assess security processes and procedures for best practices in both facilities Train staff in technology tools; both as needed and with ongoing scheduled PD 	<p>2020-2021 Research and develop technology plan</p> <p>2021-2022 Wireless Infrastructure</p> <p>2021-2025 Implement technology plan</p>	Tech BA Sup Dir-CI Sup-IPS	<ul style="list-style-type: none"> Complete 4 year technology plan.
4. Evaluate, maintain and develop secure learning environments that stimulate optimal learning for our students and represent Fair Haven values.	<ul style="list-style-type: none"> Assess staffing needs to ensure the district has the capacity to provide timely and appropriate staff for maintenance, upkeep, service support, and training. Evaluate furnishings in our buildings to make sure they support best practices in learning (i.e. tiered system of supports, blended learning, cooperative learning, differentiated instruction, small group instruction) 	2020-2025	Sup BA BOE	<ul style="list-style-type: none"> Maintain class sizes within BOE regulation

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	<ul style="list-style-type: none"> Evaluate our facilities to continue to ensure they support the schedule and small class sizes. 			
<p>5. Develop and implement a long-range, community-based facilities improvement and maintenance plan</p>	<ul style="list-style-type: none"> Connect the financial plan to the strategic plan Establish standing quarterly borough and district collaboration committee with Borough and Zoning/Planning committee Work directly with our community to utilize our facilities more effectively and efficiently expanding the classroom beyond our walls. 	<p>2022-2023 Research and develop new long range facilities plan</p> <p>2023-2025 Implement new long range facilities plan</p>	<p>Sup BA BOE</p>	<ul style="list-style-type: none"> Demonstrate alignment of facilities & community input surveys
<p>6. COVID-19 Response:</p> <ul style="list-style-type: none"> Track all COVID-19 related spending and apply for all possible reimbursement or grants from outside agencies or governing bodies. 	<ul style="list-style-type: none"> Monitor NJDOE Broadcasts, NJSBA notices, NJASBO notices for information re: COVID-19 spending, grants and reimbursements. Establish account structures for tracking expenses. 	<p>2020-2021</p>	<p>Sup BA BOE</p>	<ul style="list-style-type: none"> Fully expend CARES Act dollars (\$18,159) Fully expend Coronavirus Relief Fund dollars (\$25,096) FEMA application submitted and approved

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Glossary of Terms & Abbreviations

Arts Integration: an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

Gifted Education: Teaching students who possess or demonstrate a high level of ability in one or more content areas when compared to their chronological peers in the school district and who requires modifications of their educational program if they are to achieve in accordance with their capabilities.

LD: Learning Disability: is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are reading, writing, listening, speaking, reasoning, and doing math. Learning disabilities vary from person to person.

PD: Professional Development is a term used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

PLC: Professional Learning Communities. Generally by grade level, an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Social Emotional Learning: (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

STEAM: Science, Technology, Engineering, Arts, and Mathematics

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