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Rumson-Fair Haven Regional High School

Strategic Plan Executive Summary Adopted: October 12, 2021



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ACKNOWLEDGEMENTS

The Rumson-Fair Haven Regional High School strategic planning process was completed during the 2020-2021 school year. This work would have not been possible without the support, hard work, and cooperation of the following RFH stakeholders.

Rumson-Fair Haven Board of Education

Annie McGinty (President)
Jane Pattwell (Vice President)
Eileen Hickey
Joseph Kenney
Brian Leddin
Anthony LeLand (previous board member)
Sarah Maris
Steve Page
Katie Thompson
Lisa Waters (previous board member)
Dorothy Whitehouse

Stakeholder Task Force

Maryann Baret, Community/Parent
Debra Gulick, Superintendent
Tyler Izzo, Student
Justin Langlois, Media Specialist
Chris Lanzalotto, VP/Athletic Director
Lilly Light, Student
Annie McGinty, Board President
Kate Okeson, Studio Art
Rob Patton, Community/Parent
Kevin Pfister, Principal
Katie Thompson, Board of Education
Brooke Tomovich, School Counselor

School Community Members

A special thank you to all students, staff, administrators, parents, and community members who attended open forum sessions and/or participated in the online stakeholder survey. All comments shared anecdotally or submitted were shared with the task force and board of education. You have provided the district with a three-year roadmap that reflects the various lenses that represent the array of community stakeholders; thank you!

PLANNING PROCESS

A. Initiation of Work

The Rumson-Fair Haven Board of Education appointed Purnell Group, LLC at the November 10, 2020 Board of Education meeting. The superintendent and board of education president provided the Purnell Group with a cross-section of stakeholders that served as the Stakeholder Task Force.

B. Engagement Phase: Hearing All Voices

The Engagement Phase included a stakeholder survey, context mapping exercises, and open-ended questions/discussions.

Stakeholder Survey: The Strategic Planning Task Force designed a survey and solicited stakeholder input through the district and municipal websites. The survey link was also sent to the sending school districts and sent to all school community members through an e-blast. Respondents were asked to provide, on a scale of 1-10 how much they valued and whether they were satisfied with each identified area of RFH. Results by question can be seen on page 5.

A gap in satisfaction and value (through a Pearson correlation) provided the Task Force with information areas of potential concern; particularly in areas with a low degree/correlation in the strength of association ($0.3 < |r| < .5$). There were three areas where the respondents indicated a significant differential in value (e.g. level of importance) versus satisfaction (Supporting the academic needs of every child; supporting the social/emotional needs of every child; and the district communicates with parents, students, staff, and community). The task force drilled down further into these three areas (by respondent role).

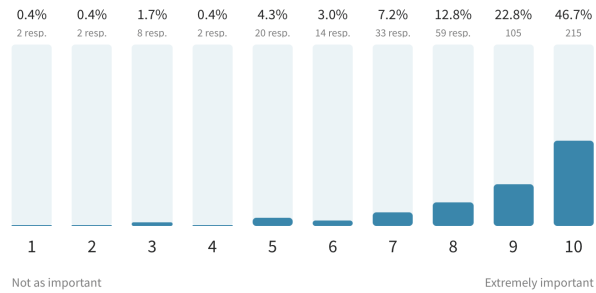
<u>Pearson</u>	<u>Current initiative/offering (listed in the order appeared on the survey)</u>
0.11	<i>Supporting the academic needs of every child</i>
0.09	<i>Supporting the social/emotional needs of every child</i>
0.22	Curriculum challenges/empowers to find their passions and thrive as compassionate citizens of a global economy
0.22	Teachers use a variety of teaching strategies
0.24	School leaders promote equity, excellence, respect & safety for all staff/students
0.25	Effective use of technology
0.12	<i>Communication</i>
0.28	Family involvement
0.27	Support services and resources to promote a high quality learning experience
0.44	Community services to enhance the teaching and learning of students
0.43	Budget resources are allocated to address the needs of our students and promote individual excellence
0.57	Inclusivity throughout all programs, including self-contained special education programs
0.24	Opportunities for students to get involved with extracurricular/positive connection to school community

Results by Question

The district supports the academic needs of *every* child.

460 out of 465 answered

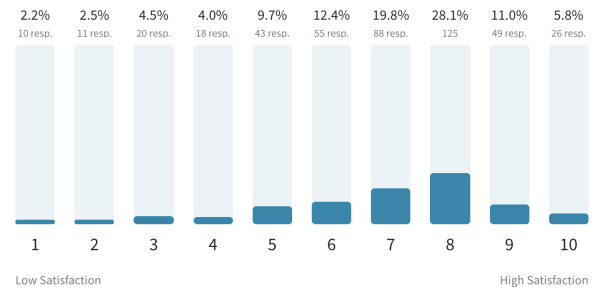
8.7 Average rating



The district supports the academic needs of *every* child.

445 out of 465 answered

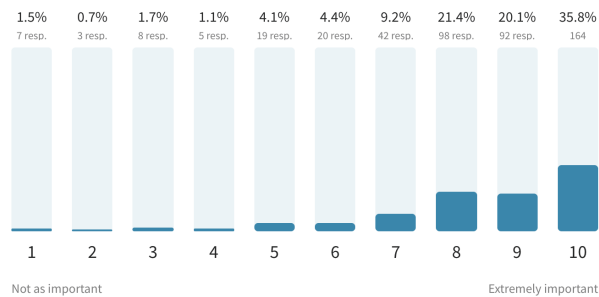
6.8 Average rating



The district supports the social/emotional needs of *every* child.

458 out of 465 answered

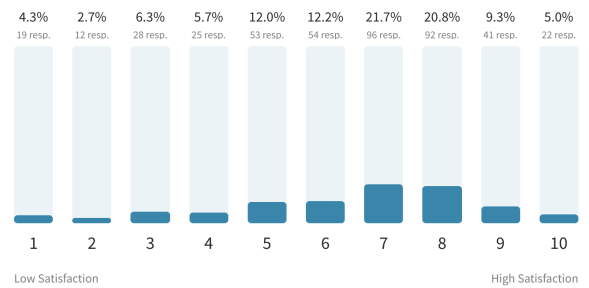
8.3 Average rating



The district supports the social/emotional needs of *every* child.

442 out of 465 answered

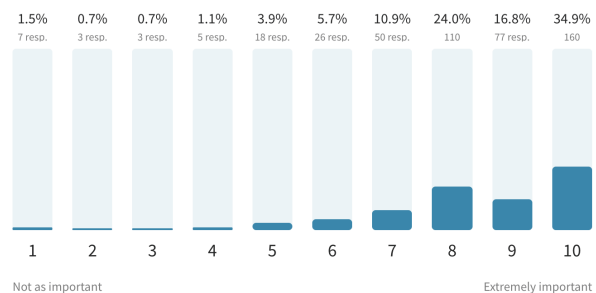
6.4 Average rating



The curriculum challenges and empowers students to find their passions and thrive as compassionate citizens of a global community.

459 out of 465 answered

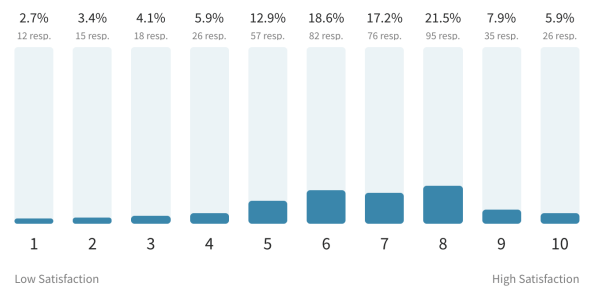
8.3 Average rating



The curriculum challenges and empowers students to find their passions and thrive as compassionate citizens of a global community.

442 out of 465 answered

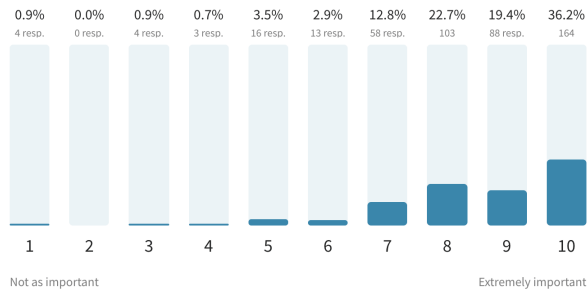
6.4 Average rating



Teachers use a variety of teaching strategies that meet the needs of all learners.

453 out of 465 answered

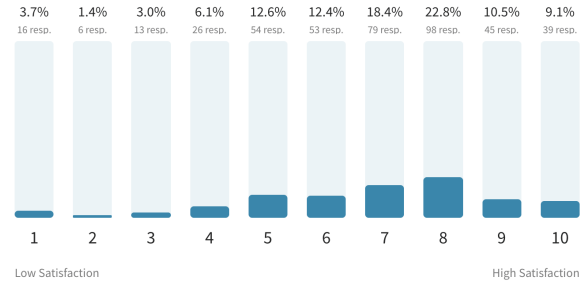
8.5 Average rating



Teachers use a variety of teaching strategies that meet the needs of all learners.

429 out of 465 answered

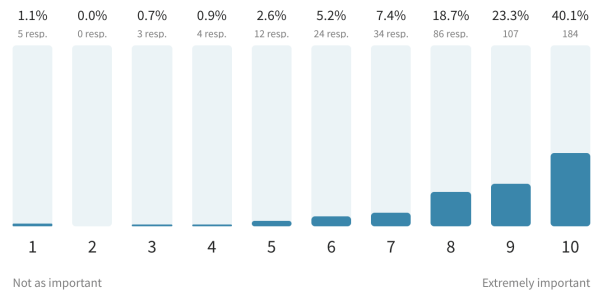
6.7 Average rating



School leaders practice and promote equity, excellence, respect and safety for all staff and students.

459 out of 465 answered

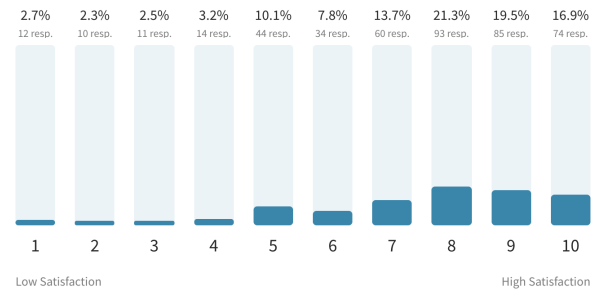
8.6 Average rating



School leaders practice and promote equity, excellence, respect and safety for all staff and students.

437 out of 465 answered

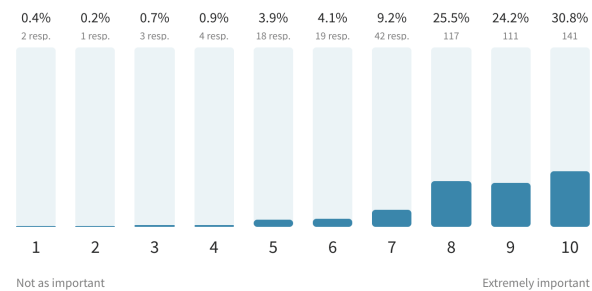
7.4 Average rating



The district effectively uses technology.

458 out of 465 answered

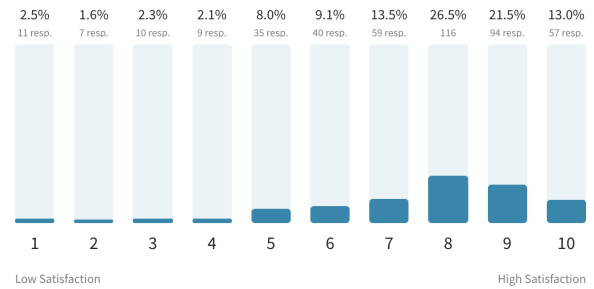
8.5 Average rating



The district effectively uses technology.

438 out of 465 answered

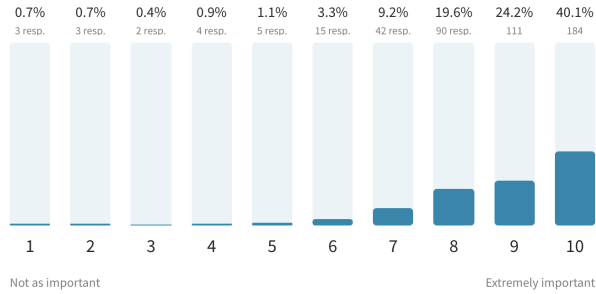
7.4 Average rating



The district communicates with parents, students, staff and the community.

459 out of 465 answered

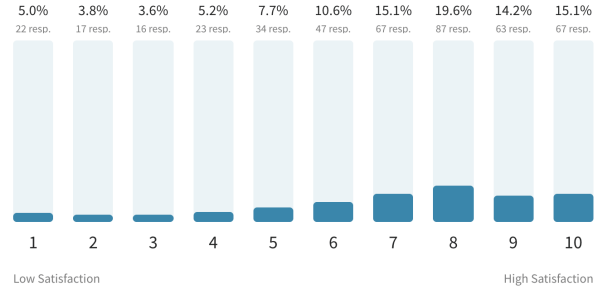
8.7 Average rating



The district communicates with parents, students, staff and the community.

443 out of 465 answered

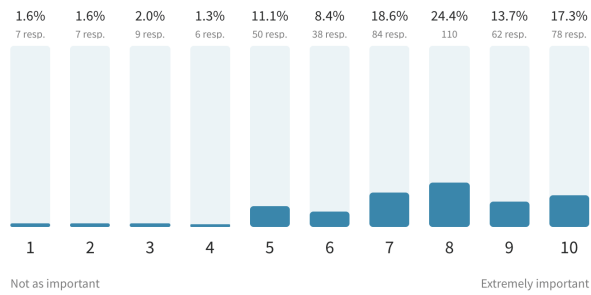
6.9 Average rating



The district promotes family involvement in schools.

451 out of 465 answered

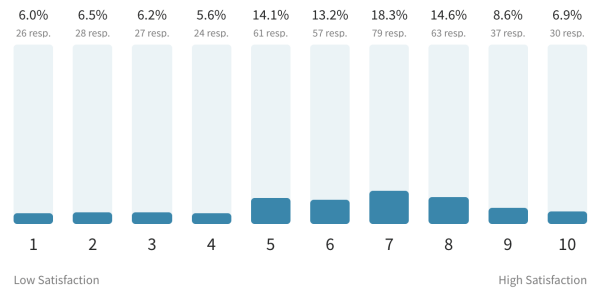
7.4 Average rating



The district promotes family involvement in schools.

432 out of 465 answered

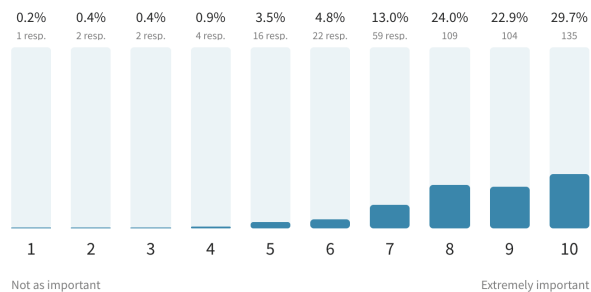
6.0 Average rating



The district provides support services and resources to students, parents and staff to promote a high quality learning experience.

454 out of 465 answered

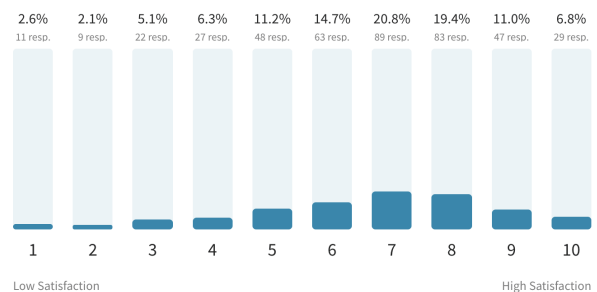
8.4 Average rating



The district provides support services and resources to students, parents and staff to promote a high quality learning experience.

428 out of 465 answered

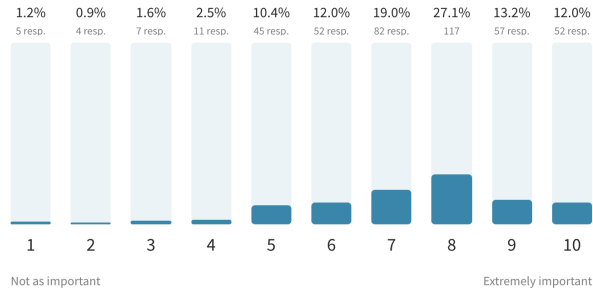
6.6 Average rating



The district utilizes community services to enhance the teaching and learning of students.

432 out of 465 answered

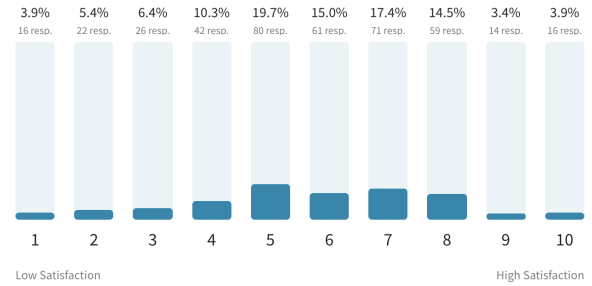
7.3 Average rating



The district utilizes community services to enhance the teaching and learning of students.

407 out of 465 answered

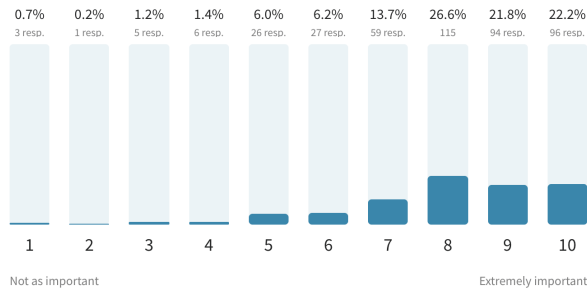
5.7 Average rating



Budget resources are allocated to address the needs of our students and promote individual excellence.

432 out of 465 answered

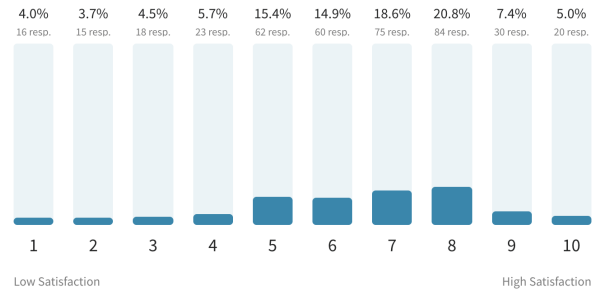
8.0 Average rating



Budget resources are allocated to address the needs of our students and promote individual excellence.

403 out of 465 answered

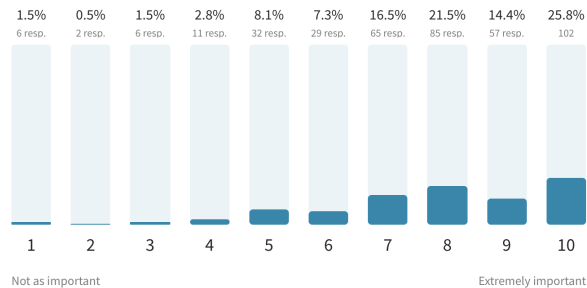
6.3 Average rating



The district provides opportunities for inclusivity throughout all programs, including self-contained special education program.

395 out of 465 answered

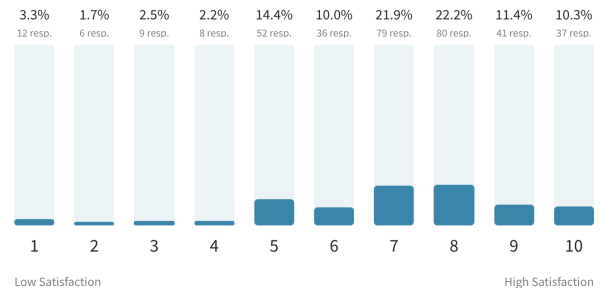
7.8 Average rating



The district provides opportunities for inclusivity throughout all programs, including self-contained special education program.

360 out of 465 answered

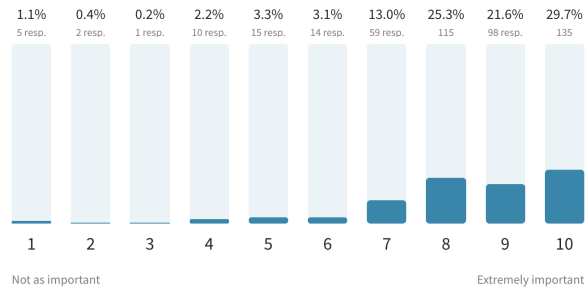
6.9 Average rating



The district provides ample opportunities for students to get involved with extracurricular activities and provides programs to encourage a positive connection to the school community.

454 out of 465 answered

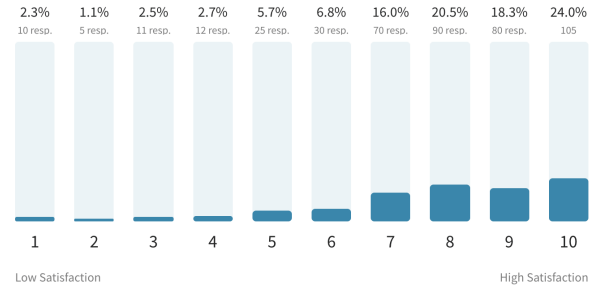
8.3 Average rating



The district provides ample opportunities for students to get involved with extracurricular activities and provides programs to encourage a positive connection to the school community.

438 out of 465 answered

7.7 Average rating



Forums: The Stakeholder Task Force hosted two forums (SWOT analysis/context maps and open-ended questions) for staff members (aligned and nonaligned), one forum for students (cross-section of grade levels), and three forums for parents/board/community members (one virtual, one in-person, and one hybrid). Forum questions were broken into the following four quadrants:

1. Perceptions: *What sets RFH HS apart from other high schools? What is RFH known for? What adjectives/words do people use to describe RFH?*
2. Focus: *What are the big questions we need to answer within the next 3-5 years? Where do we need to grow the most/improve? What needs more immediate attention? What are the top 3 best practices/ideas from high-performing schools? What would that look like?*
3. Outcomes/Measurement: *What do you hope will look different in the next few years?*
4. Moonshot Idea (Task force recommendation): *What is your moonshot idea (dream without limitations)?*

C. Focus Phase: Analyzing Data for Trends and Patterns

The Strategic Planning Task Force assembled three times to discuss and examine participant comments and input provided through the Stakeholder Survey, Context Mapping exercises, and forums. Task force members were charged with the responsibility of identifying trends and patterns in the data. The task force spent the first session with highlighters and rich discussions over the various topics and comments from the school community and the second session working towards the formation of strategic priorities/themes to guide the work.

D. Finalization Phase: Strategic Planning Task Force Subcommittee Work/Development of Draft Plan

Task force members were assigned to subcommittees associated with each of the identified priorities. Each priority is associated with an annual goal and supporting objectives with associated timelines and directly responsible individuals. A draft plan was provided to the board of education, superintendent, and leadership team for review and input.

E. Implementation Phase: Revisions, Approval, and Implementation

After input and review from the board of education and leadership team, the plan was approved by Board of Education resolution on October 12, 2021.

2021 – 2024 RFH Strategy Map

Our Mission is to empower all of our students with the tools to find their passions and thrive as knowledgeable, confident, resilient, creative, and compassionate citizens of a global community

Our Vision is to instill an enthusiasm for learning and the self-confidence needed for each student to reach their full intellectual potential, social, and creative potential

The stakeholder gap between satisfaction and value highlighted in the 2021 Stakeholder survey, context mapping and (small group sessions) rich conversations with all stakeholder groups by the Strategic Planning Task Force:

- supporting the **academic** needs
- the **counseling and guidance** needs
- improving the **communications** coming from the school
- exploring potential of **facilities** and grounds

Curriculum/Academics: Provide a world-class education that prepares students for the careers of the future

Communication/Community: Establish RFH as the center of the community

Counseling and Guidance: Provide clear pathways for career exploration and transition to post-secondary

Campus: Create a campus environment that facilitates learning, collaboration and reflects the pride and traditions of RFH

2021 – 2024 RFH Strategy Map

Curriculum / Academics	Communication / Community	Counseling and Guidance	Campus
<ul style="list-style-type: none"> • Inventory RFH course options vs similar high performing districts across all disciplines • Review and implement curriculum changes through data driven decision-making • Explore the potential for block scheduling to increase the number of electives available to students • Encourage students to complete a meaningful and career-focused senior project as a component of their coursework at RFH • Attract and retain high-quality staff • Improve curriculum articulation with our sending districts • Follow best practices in all aspects of curriculum development and teaching, focusing on building 21st century skills including critical thinking, collaboration, information literacy and media literacy, and technology skills 	<ul style="list-style-type: none"> • Promote RFH as the center of the community through WE ARE RFH branding • Improve clarity of communication by coordinating messaging across channels (Scoil, PowerSchool, Jevin, website, social media) and targeting message to the needs of each specific channel • Encourage and promote student developed media content aligned with RFH values within the curriculum and through extracurricular activities. • Create and manage an alumni and friends of RFH network • Explore and implement cost sharing opportunities with our sending districts 	<ul style="list-style-type: none"> • Develop a district guidance plan starting in 8th grade to partner with students and parents for post-secondary planning • Improve tooling and communication to instill parent confidence in the post-secondary planning process • Develop training, tooling and processes that promote resilience and self-advocacy skills • Partner with parents and community members to develop post-secondary “roadmaps” for both include college and non-traditional paths • Expand career exploration opportunities for students with local businesses, alumni, academic staff and community members 	<ul style="list-style-type: none"> • Use referendum-funded improvements to the Media Center to create space for collaboration and discussion (e.g. student projects, community events) • Improve campus aesthetics and wayfinding through improvements to landscaping and interior and exterior signage • Reconfigure the front entrance to make it more welcoming while maintaining security • Work with our sending districts and town councils to create a shared open space policy meet facility needs across the community while minimizing costs • Surface any unmet facility needs and evaluate the potential of underutilized spaces on the RFH campus that could be used to meet those needs
<p><i>Thank you to all RFH stakeholders for your contribution to our community’s greatest asset... our children</i></p>			

