



FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

STRATEGIC PLAN **COMPASS 3.0**

2023-2028



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A MESSAGE FROM THE

SUPERINTENDENT

Dr. Nicole P. Hazel

In my previous role as the Chief Academic Officer for the Freehold Regional High School District, one of my responsibilities was to facilitate the development of our Strategic Plans, which help guide the District's goals for continued growth and achievement. The strategic planning process is necessary to continually move a school district forward and ensure student and staff success. Our first plan, *Compass 1.0*, outlined a vision that was further enhanced with the implementation of our second Strategic Plan, *Compass 2.0*. Together, they laid a solid foundation to build on for the future.

Last year, under former Superintendent Dr. Sampson, we engaged various stakeholders, including students, parents, staff, and the Board of Education, to evaluate our previous plan to prepare for the development of *Compass 3.0*. Our core focus areas in *Compass 3.0* continue to be on the Whole Child, Equity and Opportunity, Student Growth and Learning, and Community Connections. The ultimate goal of the plan is to ensure that every student is prepared for their individualized educational and career goals upon graduation.

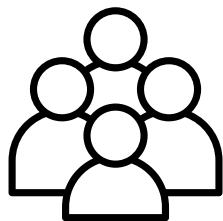
The development of a strategic plan requires the time, talent, and attention of many committed collaborators. I'm proud to say that this hard work will continue to inspire a lasting and positive impact on the Freehold Regional High School District community for years to come.

Sincerely,

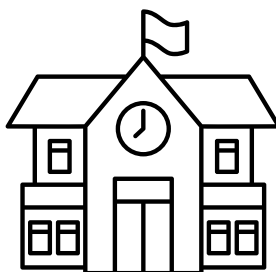
Dr. Nicole P. Hazel

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

FACTS AT A GLANCE



Approximately
10,400 students
enrolled



Six comprehensive high
schools



Our sending municipalities
cover over 200 sq. miles

BOARD OF EDUCATION & ADMINISTRATION



Board of Education

Mr. Peter Bruno
President
Howell Township

Mr. Michael Messinger
Vice President
Marlboro Township

Mrs. Jamie Bruno
Manalapan Township

Mrs. Diana Cappiello
Englishtown Borough

Mrs. Debra Fanelli
Colts Neck Township
Board Term ended in 2023

Mr. Carl Accettola
Colts Neck Township
Board Term began in 2024

Mrs. Elizabeth Higley
Freehold Township

Mrs. Kathie Lavin
Farmingdale Borough

Ms. Amanda McCobb
Freehold Borough

Mr. Marc Parisi
Howell Township

Administration

Dr. Nicole P. Hazel
Superintendent

Dr. Shanna Howell
Chief Academic Officer

Mr. Sean Boyce
Assistant Superintendent for Business
Administration / Board Secretary

Dr. Jennifer Sharp
Assistant Superintendent for Human
Resources

Dr. Mary Hough
Director of Curriculum & Instruction

Mr. Michael Mendes
Director of Safety, Operations, and
Security

Dr. Jessica Howland
Director of Special Services

Mr. Bruce Henecker
Director of Student Services

PLANNING COMMITTEES



Internal Coordinator

Dr. Nicole Hazel

Chief Academic Officer

Whole Child

Mr. Michael Mendes, *Facilitator, Director*

Dr. Lavetta Ross, *Facilitator, Principal*

Mrs. Jamie Bruno, *Board Member*

Mrs. Debra Fanelli, *Board Member*

Dr. Kristina Donovan, *Administrative Supervisor*

Ms. Carmen Negron-Santana, *Guidance Supervisor*

Ms. Leighanne Recktenwald, *Assistant Principal*

Mr. Shawn Currie, *Principal*

Mr. Arthur Pataky, *Guidance Supervisor*

Ms. Jennifer Dellett, *Assistant Principal*

Ms. Brittany Turi, *Student Assistance Coordinator*

Mr. Todd Ertel, *Teacher*

Mr. James St. Angelo, *Teacher*

Ms. Kimberly Kappock, *Teacher*

Ms. Danielle Murray, *School Counselor*

Ms. Frances Stevenson, *School Counselor*

Ms. Mara Manzar, *Teacher*

Ms. Stacey Scheininger, *Teacher Coach*

Mrs. Erica Sanilow, *School Counselor*

Mrs. Nicole Ireland, *Parent*

Mrs. Keia Rubman, *Parent*

Ms. Daniella Vazquez, *Parent*

Mr. Christopher Marion, *Parent*

Ms. Laura Kovaleski, *Parent*

Mr. Anthony Bartolomeo, *Student*

Ms. Sydney Rubman, *Student*

Ms. Leeya Gabay, *Student*

Mr. Matthew John, *Student*

Ms. Abby Braverman, *Student*

Ms. Brielle Bravaco, *Student*

Ms. Emma Braverman, *Student*

Mr. Brave Haugh, *Student*

Equity and Opportunity

Dr. Brian Donahue, *Facilitator, Principal*

Dr. Jessica Howland, *Facilitator, Director*

Mrs. Diana Capiello, *Board Member*

Mrs. Kathie Lavin, *Board Member*

Ms. Amanda McCobb, *Board Member*

Mr. Oscar Diaz, *Administrative Supervisor*

Ms. Holly Lucarelli, *Academic Supervisor*

Ms. Jerrilynn Acevedo, *Assistant Principal*

Mr. Dennis Filippone, *Interim Principal*

Dr. Alicia Scelso, *Principal*

Mr. Brian Post, *Assistant Principal*

Ms. Victoria VanSant, *Academic Supervisor*

Mr. Jason Lippart, *Guidance Supervisor*

Ms. Tina Lucas, *Teacher*

Mr. Joseph Santonacita, *Teacher*

Ms. Laura Donovan, *Teacher*

Dr. Angello Villarreal, *Teacher*

Mr. Christopher Johnston, *Teacher*

Ms. Dana Maulshagen, *Teacher*

Ms. Christina Acquavella, *Teacher*

Ms. Crystal Lam, *Teacher*

Dr. Shantel Scott, *Teacher*

Dr. Sangita Patel, *Teacher, Parent*

Ms. Laria Hamilton, *Parent*

Ms. Tabatha Maniquis, *Parent*

Ms. Jill Alintoff, *Parent*

Ms. Stacey Tobin, *Parent*

Ms. Isabella Federico, *Student*

Mr. Samuel Rodriguez, *Student*

Ms. Jordyn Strong, *Student*

Ms. Julia Avivi, *Student*

Ms. Naomi Alintoff, *Student*

Mr. Luca D'Andrea, *Student*

Ms. Sophie Hornik, *Student*

PLANNING COMMITTEES



Student Growth and Learning

Dr. David Bleakley, *Facilitator, Principal*
Dr. Shanna Howell, *Facilitator, Director*
Mr. Peter Bruno, *Board President*
Mrs. Elizabeth Higley, *Board Member*
Ms. Stephanie Mechmann, *Administrative Supervisor*
Ms. Ellen Gianakis, *Academic Supervisor*
Ms. Jennifer Guirguis, *Assistant Principal*
Dr. Maria Steffero, *Academic Supervisor*
Mr. Brian Simpson, *Administrative Supervisor*
Ms. Brittany Vitale, *Academic Supervisor*
Ms. Michele England, *Assistant Principal*
Dr. Mary Hough, *Assistant Principal*
Ms. Jennifer Okerson, *Academic Supervisor*
Ms. Alexandra Lavanco, *Teacher*
Ms. Sarah Reichenbecher, *Teacher, FREA President*
Ms. Elisa Lemberger, *Teacher*
Ms. Alyssa Ortner, *Teacher*
Ms. Patricia Gresco, *Teacher*
Ms. Courtney Kalafsky, *Teacher*
Ms. Jillian Berra, *Teacher*
Mr. Einar Cartaya, *Teacher*
Ms. Shannon Kappock, *Teacher*
Ms. Stephanie Mullin, *Teacher*
Ms. Jennifer Cuglieri, *Parent*
Ms. Michelle Allen, *Parent*
Ms. Jennifer Edmonds, *Parent*
Mr. Alistair Hurst, *Parent*
Ms. Sara Hurst, *Parent*
Ms. Kathleen Alcantara, *Parent*
Ms. Julianna Brown, *Student*
Mr. Michael Fetter, *Student*
Ms. Breanna Cies, *Student*
Ms. Logan Feldman, *Student*
Ms. Lelia Cengiz, *Student*
Ms. Caelan Donovan, *Student*
Ms. Jovita Joseph, *Student*

Community Connections

Mr. Jeremy Braverman, *Facilitator, Principal*
Mr. Bruce Henecker, *Facilitator, Director*
Mr. Michael Messinger, *Board Vice President*
Mr. Marc Parisi, *Board Member*
Ms. Rebecca Policastro, *Communications & District Projects Coordinator*
Dr. Jennifer Sharp, *Director*
Ms. Patricia Smith, *Administrator of Finance*
Mr. Edward Stone, *College and Career Specialist*
Mr. John Hein, *Assistant Principal*
Mr. Michael Dillon, *Assistant Principal*
Ms. Meredith Adams, *Academic Supervisor*
Ms. Kristine Jenner, *Academic Supervisor*
Ms. Jelena Komitas, *Academic Supervisor*
Ms. Cindy Bravaco, *Teacher*
Mr. Thomas Dellanno, *Teacher*
Mr. Matthew Norman, *Teacher*
Ms. Mary Russo, *Teacher*
Mr. Andrew Ciraulo, *Teacher*
Mr. James Somma, *Teacher*
Ms. Nicole Bendik, *Teacher*
Mr. Daniel Hoffman, *Parent*
Ms. Donna Carnevale, *Parent*
Ms. Jennifer Patten, *Parent*
Ms. Edith Robinson, *Parent*
Mr. Seth Horowitz, *Parent*
Ms. Ekta Parekh, *Parent*
Ms. Gianna Canova, *Student*
Mr. William Grundig, *Student*
Mr. Carter Stokes, *Student*
Ms. Peyton Liebross, *Student*
Ms. Jayla George, *Student*

COMPASS 3.0 EVOLUTION



Compass 1.0 2012-2017

The FRHSD Steering Committee, comprised of multiple stakeholder groups, identified three visionary threads - **lifelong learning, comprehensive education**, and **supportive environment** - to guide our work.



Compass 2.0 2017-2023

Analysis of *Compass 1.0* results support the continued relevance of the three visionary threads as a basis for *Compass 2.0*. FRHSD mapped priorities and projects for *Compass 2.0*'s four core areas: **Whole Child, Equity and Opportunity, Student Growth and Learning**, and **Community Partnerships**.



Compass 3.0 2023-2028

Compass 3.0 will build upon the core areas identified in *Compass 2.0*, and will continue to meet the district's mission of service to all students by transforming teaching, leading, and learning.

The Freehold Regional High School District's (FRHSD) Strategic Plan is known as **Compass**. The first plan was developed in 2011, when the Steering Committee, comprised of multiple stakeholder groups, identified three visionary threads in the existing Mission Statement to guide our work through the 2016-2017 school year. These threads — lifelong learning, comprehensive education, and supportive environment — were not merely truisms for school district mission statements, but closely held values of the American public education system. The FRHSD successfully completed **Compass 1.0** at the end of the 2016-2017 school year. Analysis of **Compass 1.0** results during its five-year implementation supported the continued relevance of the three visionary threads as a basis for **Compass 2.0**. **Compass 2.0** featured four core areas to support our mission: **Whole Child, Equity & Opportunity, Student Growth and Learning**, and **Community Partnerships**, and guided FRHSD through the 2022-2023 school year. For our latest plan, **Compass 3.0**, we have focused on building upon the core areas developed in the previous plan. We will continue to ensure that each of our students achieves the district's mission of maximizing their potential and preparing them to navigate the ever-evolving global society.

MISSION & COMMITMENTS



MISSION

The schools of the Freehold Regional High School District form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.

COMMITMENTS

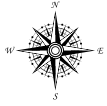
In the implementation of this Strategic Plan, we commit to the following core ideas:

- We will work together to ensure that our mission is our first priority.
- We will allocate resources primarily to initiatives that support our mission.
- We will “stay the course” to accomplish our mission.
- We will have confidence in each student’s desire to succeed.
- We will exercise data-driven decision-making.
- We will communicate our methods, goals, and results.
- We will respond to changing conditions with flexibility.

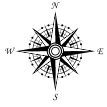
CORE VALUES



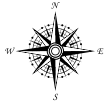
In the Freehold Regional High School District, we **BELIEVE** our schools provide students with:



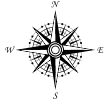
A safe, orderly, and supportive environment.



Opportunities and access to learn and grow, leading to preparedness for desired outcomes, including readiness for college and career.



Programs and initiatives that guide their academic, co-curricular, and post-secondary goals.



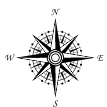
Necessary support, academically, socially, and emotionally, to achieve their full potential as a student and as a productive citizen.



Invaluable tools, skills, and real-world experiences provided by community partners and connections, which reinforce classroom learning and contextualize it in the world that awaits them after their formal schooling is completed.



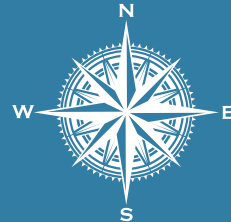
Participation in learning marked by collaboration, creativity, critical thinking, and communication.



The ability to recognize and embrace diversity for students to successfully navigate a global society.

Freehold Regional High School District Schools are the community's greatest asset, and we are committed to prioritizing the academic growth and needs of our students.

EDUCATIONAL TERMINOLOGY



Authentic Learning: Authentic learning describes learning activities that are either carried out in real-world contexts, or have high transfer to a real-world setting. Authentic learning activities should have both personal and cultural relevance (Stein, Isaacs, & Andrews, 2004).

Co-curricular Activities: Co-curricular activities are educational programs or experiences that complement and enhance a student's academic coursework. These activities may be related to a student's major or field of study, or may be more general in nature. Co-curricular activities can include things like internships, research opportunities, service learning, study abroad programs, and other experiential learning opportunities.

Enhanced Implementation Workshops: Enhanced Implementation Workshops occur in year 2 of the curriculum writing cycle to ensure curricula are consistently delivered. This workshop is for teachers of a course to meet and refine the curricula for new or updated courses during the first year of implementation. Feedback is collected from all teachers teaching the course at set benchmarks throughout the year. Then, teacher representatives meet to review and discuss the feedback and make updates to the curriculum using this feedback. Updates include clarifying learning objectives, adapting the pacing or adjusting the scope and sequence.

Extra-curricular Activities: Extra-curricular activities are activities that take place outside of the regular academic curriculum and can be educational, recreational, or social in nature. These activities can help students develop new skills, explore their interests, and build relationships with their peers. They can also help students learn to work as part of a team, develop leadership skills, and learn to balance their time and commitments.

Individual Goals: Individual goals are personalized outcomes that students set for themselves during high school. Goals for students may include: time management, study habits, involvement in community service or clubs, taking an advanced course, and other targeted plans to ensure that students are engaged in the school community and working to their potential.

Learning Communities: Learning communities are a group or cohort of students who share common academic goals and work collaboratively in the classroom or in co-curricular or extra-curricular activities.

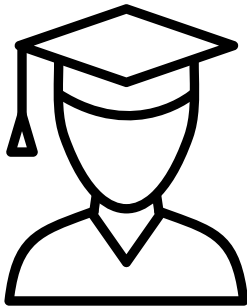
Post-Secondary Goals: Post-secondary goals are students' personalized plans after they graduate from high school. The goals may include: continuing their education, learning new skills or vocation/trade, entering the military, or preparing for a specific career.

Professional Learning Communities (PLC): Groups of educators who meet regularly to share expertise, analyze student work, plan instruction and collaborate to improve teaching skills and the academic performance of students. A PLC is “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” (DuFour, DuFour & Eaker, 2002).

CORE AREAS



WHOLE CHILD



We will inspire individual student goals through a safe, healthy, challenging, engaging, and supportive learning environment.

EQUITY AND OPPORTUNITY



We will maximize opportunities and access, and support students in their academic goals.

STUDENT GROWTH AND LEARNING



We will deliver curriculum and instruction that ensures the development and growth of individual student goals.

COMMUNITY CONNECTIONS



We will engage our school community and external partners to provide authentic learning and experiences for students.



We will inspire the students' development and growth of individual and post-secondary goals through a safe, healthy, challenging, engaging and supportive learning environment.

The Freehold Regional High School District supports each student in the development of their individual and post-secondary goals to reach their full potential and contribute positively to society. We seek to forge, expand, and enhance relationships that empower students to make purposeful connections to their learning and post-secondary goals. A comprehensive support system of intentional practices and programs will provide students with the skills to succeed in school and prepare for post-secondary opportunities. School counselors and staff will accentuate and foster social, emotional, and relational competencies to help students set and reach their goals.

THEORY OF ACTION

When, we

- implement practices to build student skills and competencies
- guide and assist students with developing individual and post-secondary goals
- strengthen relationships with alumni and community
- cultivate a positive school climate and encourage student participation in co- and extra- curricular activities

Then, students will

- reach their full potential for success in all aspects of their lives
- be prepared to achieve their desired outcomes
- connect classroom experiences to their individual and post-secondary goals
- thrive and have a sense of belonging in their school community

ACTION PLANS

Program Planning

Develop and foster structures and programs to help students establish and set their individual and post-secondary goals

Expose students to academic and post-secondary opportunities

Investigate, explore, and implement career-related programs and activities

Develop programming to support social and emotional health and wellness

Student Supports

Initiate programs and structures that foster relationship building between staff, between staff and students, and among students

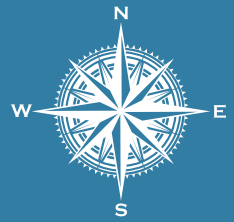
Continue to provide opportunities for academic support, such as tutoring programs

Continue to offer transition support between grade levels, including 8th to 9th grade

Develop systems to provide avenues to encourage student participation in athletics, clubs, activities, and community service to promote involvement and connections to the school and local community



EQUITY AND OPPORTUNITY



***We will maximize opportunities and access,
and support students in their academic goals.***

The Freehold Regional High School District values the principles of equity, access, and opportunity. The journey through high school is personal and individualized, and we work to ensure that all students are provided with an education that exposes them to authentic learning opportunities, co-curricular activities, and extracurricular activities. We will ensure that the programs and supports for students guide their achievement toward their individual and post-secondary goals.

THEORY OF ACTION

When, we

- maximize opportunities and access
- monitor student engagement and performance
- target academic supports
- ensure necessary supports are accessible to students

Then, students will

- develop competence and confidence for success in school and their desired outcomes
- be prepared for academic, social and emotional success

EQUITY AND OPPORTUNITY

ACTION PLANS

Program Planning

Utilize student focus groups to provide real-time feedback on student experience

Optimize and individualize student and staff use of technological platforms

Improve communication to students and parents regarding student programming options

Increase vertical articulation to ensure alignment and cohesiveness in curriculum and instruction

Opportunity and Access

Communicate all of the course and extracurricular offerings to students

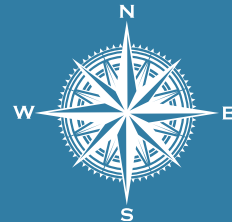
Encourage students to take higher level classes as they progress through high school

Student Supports

Review, monitor, and improve support services for students

Effectively support students to meet grade-level proficiency





We will deliver curriculum and instruction that ensures the development and growth of students' post-secondary goals.

The Freehold Regional High School District implements standards-aligned curriculum and instruction that ensures the development and growth of students' post-secondary goals.

The Freehold Regional High School District is committed to developing programs and initiatives that advance student growth and learning, leading to preparedness for post-secondary goals. The FRHSD encourages student ownership in their learning through authentic learning experiences.

THEORY OF ACTION

When, we

- deliver a common standards-aligned curriculum
- incorporate varied and authentic student-centered learning practices
- utilize standards-aligned assessments that inform instructional decisions
- provide opportunities for learning communities

Then, students will

- engage in authentic learning experiences
- actively construct knowledge in order to advance their learning
- be equipped to achieve their desired college and career outcomes

STUDENT GROWTH AND LEARNING

ACTION PLANS

Instructional Planning for Student Growth and Learning

Continue a 5-year program review and curriculum writing cycle that ensures a consistent scheduled examination of all content areas and curricula

Facilitate enhanced implementation workshops for new and updated curricula

Deliver a common standards-aligned curriculum

Provide opportunities for students to participate in learning communities to achieve their individual post-secondary goals

Instructional Practices for Student Growth and Learning

Strengthen and expand the use of appropriate student-centered learning strategies that engage students in authentic experiences

Support teachers in utilizing technology to enhance student learning, improve professional collaboration, and increase efficiency for both teachers and students

Support teacher collaboration within Professional Learning Communities to develop innovative, student-centered strategies

Monitoring of Student Growth and Learning

Expand and implement tools that support teachers in helping students achieve the New Jersey Student Learning Standards

Analyze data from local, state, and national assessments to identify curricular strengths and address areas of growth

Develop common standards-aligned assessments (formative, summative, benchmark) that demonstrate student growth and authentic learning

Support teacher collaboration within Professional Learning Communities to develop assessments that enhance student learning

Develop common district grading practices regarding recording, calculating, and communicating student progress



We will engage our school community and local community partners to provide authentic learning experiences for students.

The Freehold Regional High School District aims to develop strong relationships between students, parents, staff, and the community to enhance the learning experiences and opportunities for our students. We believe that effective communication is key to building positive, supportive relationships and will provide all stakeholders with timely, accessible information. Our community connections provide authentic experiences that complement classroom learning and prepare our students for their post-secondary future. We value the input of all members of our school community, including graduates, in order to reflect and grow as an organization.

THEORY OF ACTION

When, we

- convey information and resources to parents/guardians, community stakeholders, and district staff to support students in their educational, co-curricular, and extra-curricular programs
- support and develop staff
- build and engage our internal and external community connections

Then, students will

- benefit from the consistent messaging of an informed, empowered, and supportive community
- have further opportunities to maximize their growth and learning
- enhance connections to their school and local community to access high quality, authentic experiences through the educational, co-curricular, and extra-curricular programs

ACTION PLANS

Community Connections

Evaluate, implement, and strengthen community and higher education connections that provide authentic learning experiences

Expand opportunities for student community service, interaction with community representatives for career-related learning opportunities, and for other educational purposes

Build meaningful and purposeful connections with district alumni to expand current student exposure to career paths and other post-secondary choices

Continue to build partnerships with K-8 sending districts to explore areas for high school students to engage in authentic experiences with K-8 district students

Staff Connections

Maintain an environment that encourages feelings of belonging, ownership, collaboration, and connection

Evaluate and expand programs related to staff recognition and support, staff leadership, committee involvement, and other project leadership in order to encourage staff ownership, collaboration, and connection

Foster staff connections by showcasing and celebrating staff accomplishments

Maintain a comprehensive staff recruitment, induction, and mentoring program to support new staff members as they transition into the organization and its professional learning communities

Encourage continuity of leadership and empower teacher leadership within the school community through the continuation of the Aspiring Administrator Academy

Communication

Continue to implement and maintain various means of communication, sharing, and collaboration within the school community and the greater community

Maintain accessibility standards to ensure that all stakeholders have access to district and school communications

Support and expand opportunities for students to collaborate across the district



CHARTING A FUTURE OF EXCELLENCE IN EDUCATION

**FREEHOLD REGIONAL
HIGH SCHOOL DISTRICT**

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Englishtown, NJ 07726
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July 2024