



**Navigating Tomorrow:
A United North
Hunterdon-Voorhees
Strategic Path Forward**



STRATEGIC PLAN
2025 - 2030

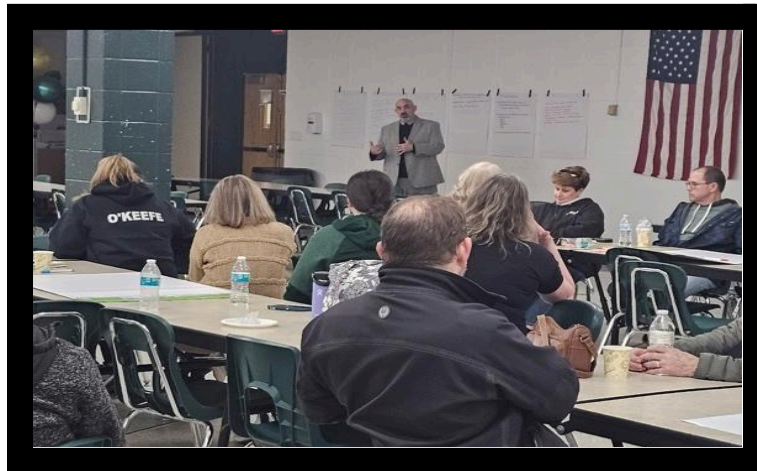
INTRODUCTION

The North Hunterdon-Voorhees Regional High School District is in the midst of a transition in creating a strategic plan to move the district forward over the next five years. As the school continues to move away from post-pandemic learning loss and students, faculty, and staff respond to interventions based on academic need and social and emotional wellness, the Board of Education has set in motion the process of defining the strategy and direction of the district by a process of collecting data in feedback/feedforward loops to assist the central administration and Board of Education in making decisions to take action and allocate resources to attain strategic goals that will ultimately enhance the district.



The North Hunterdon-Voorhees School District Board of Education members and the Superintendent of Schools, Dr. Richard Bergacs, invited all of the stakeholders of the educational community to answer a survey questionnaire and attend initial Strategic Planning Sessions on March 25, 2025, and March 27, 2025. The district received 577 completed surveys from district stakeholders, and more than 75 members of the community, including parents, guardians, students, educators, board members, and residents, participated in person during evenings dedicated to gathering stakeholder input and thoughts on the future of the district schools.

During the evening sessions, Dr. Richard Tomko, of 4M Strategic Consulting, facilitated stakeholders to brainstorm, discuss, and express concerns in consideration of the needs of the district based on 5 specific topics (Pillars) as they relate to the New Jersey Quality Single Accountability Continuum (NJQSAC). Working in groups, stakeholders were prompted to provide insight in the areas of Instruction and Program, Personnel, Fiscal Management, Operations, and Governance. The information from the surveys and the evening sessions was collected, “scrubbed,” and organized to provide the Board and Superintendent with a transparent data set to assist in creating goals and an action plan to meet district priorities. The following document is the culmination of that effort.

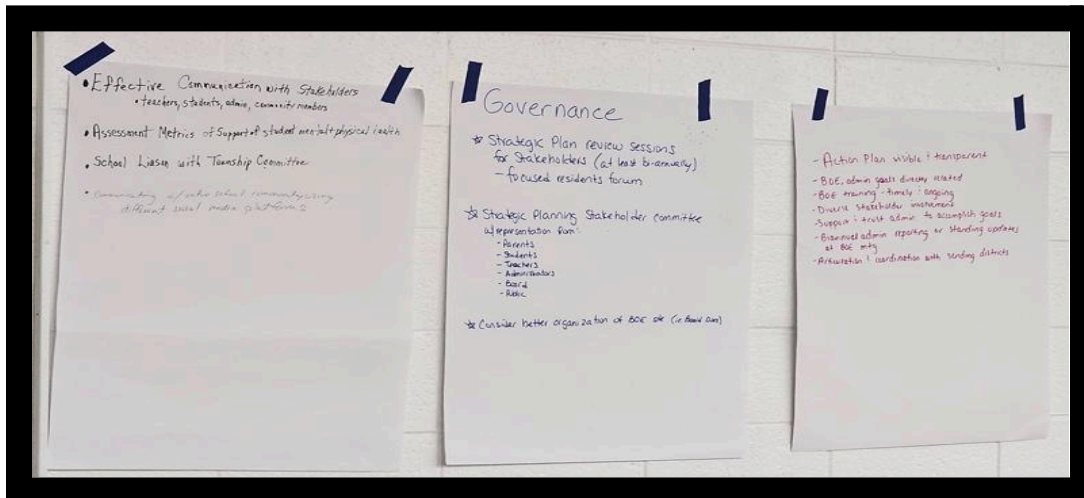


Along with the information obtained from stakeholders specific to the educational pillars, the 2025 – 2030 *Navigating Tomorrow* Strategic Plan focuses on six Spotlights chosen for their ability to allow the North Hunterdon-Voorhees students to grow to their full potential and become globally competitive learners:

1. Student Learning
2. School Climate and Culture
3. Facilities and Learning Environments
4. Literacy
5. Technology
6. Communication



For all of the aforementioned Spotlights, *Navigating Tomorrow* contains goals and objectives and an action plan to effectively guide and monitor progress during the duration of the plan. These goals include:



1. Evaluate and support the ongoing improvement of academic and co-curricular programs for all students to sustain high levels of student growth and achievement.
2. Provide a shared vision and direction for the district over the course of five years through the development of a five-year strategic plan.
3. Evaluate and identify areas for improvement of district operations at all levels to ensure ongoing compliance, accountability, and efficiency for all stakeholders.
4. Sustain and grow a positive school culture and climate for all stakeholders to provide a safe, secure, and nurturing learning environment.

DISTRICT OVERVIEW

The North Hunterdon-Voorhees School District comprises approximately 2,400 students housed in two high schools.

The district is proud to represent a diverse population of students and share a partnership with the families and school community. Students learn to collaborate with their peers in curricular and extracurricular environments that promote creativity and foster tolerance, respect, and acceptance.

In an effort to support the individual learning styles and needs of the students, the North Hunterdon-Voorhees Regional High School District offers a variety of programs. These programs include a full complement of Advanced Placement, Honors, Advanced, and College Preparatory courses. In addition, students have access to a comprehensive vocational/technical program through the Hunterdon County Vocational School District. North Hunterdon and Voorhees High Schools house three full-time Academy programs through HCVSD and one full-time polytech program, and a new 4-year polytech program will be opening in the new building on the North Hunterdon campus.

The district is committed to implementing a curriculum based on the New Jersey Student Learning Standards. The curriculum is continually revised based on multiple data sources, assessment scores, and teacher and student input. Professional development for staff is essential to support instruction and learning in all classrooms. The district strives to provide professional development to staff that is collaborative, job-embedded, content-focused, models best practices, and provides coaching and expert support.

At the current time, the development of lifelong learners is of the utmost importance, and all efforts are being made to seek and implement the best practices that will lead to increased student achievement.

The district sets goals each year that are aligned with the strategic plan as it relates to student achievement, school culture and climate, communication, and parent engagement. The district team is committed to believing that each student can and will succeed by working together with parents and all stakeholders to ensure all North Hunterdon and Voorhees students achieve their fullest potential.



North Hunterdon-Voorhees
REGIONAL HIGH SCHOOL DISTRICT

VISION STATEMENT

Every student, empowered for tomorrow.

MISSION STATEMENT

The North Hunterdon-Voorhees Regional High School District empowers all students through innovative and personalized learning to achieve their full potential, embrace lifelong learning, and contribute responsibly to a changing world.



INSTRUCTION and PROGRAM

The Instruction and Program planning pillar is used to assess the school district's performance and capacity in instruction and student aptitude.

Qualitative data and strategic trends collected by all stakeholders in consideration of the needs of the North Hunterdon-Voorhees School District with regard to the tenets of this pillar include, but are not limited to:

- AI training - specialization
 - Track and implement training with real-world applications
- Better communication between polytech students and higher ed institutions (transferable credits)
- Track-focused electives for students to expand knowledge on academy type categories ex. "Computer Science Lite"
- How to balance AI
 - Guardrails and staff training, and workshops
 - Student guidelines
 - When does it go from a tool to plagiarism?
- Internship opportunities for students
- Community Outreach
- More AP - smaller classes
- Hire a STEM teacher at VHS
- Dual enrollment - increase opportunities for students across subjects
- E-Sports opportunities (statistics, coaching)
- Improve communication of events within the school community
- Better use of social media for current and upcoming parents



- Increase ML
- AI navigation
 - Teachers plan
 - Personalized learning
 - Embed tech into the classroom
 - A stand-alone class
- More global awareness in the curriculum
- More critical learning and thinking
- Project-based learning and applied learning
- Social and emotional learning
 - Access to counselling
 - Safe environment
- Civic engagement
 - Voting at school boards
- Soft skills
 - Participating in meetings
 - Appropriate business language
 - Social development - in-person communication
 - Disconnect from devices
 - Mental Health
- Coding/AI/public speaking
- More clubs and more frequently
 - More involved in the community
 - Busing is an issue
- Polytech/Academies
 - Promote them and expand the offerings
 - Trades are important
- AI instruction
 - Confront/participate in the sophisticated tech world
 - Teach responsible/ethical ways to use it as a tool
 - How to apply to make it usable across curriculum areas
- Course work
 - Dual enrollment
 - Virtual options
 - Extracurricular
 - What will they look like
 - Data Science
- Special Services
 - Keep building upon it (unified). Meets the needs of students of all ages.
- Able to confront the complexities of the world
- More personalized experiences tailored to each student
- Coordination between instructional departments and teachers
- Global knowledge and engagement
- Community Service Learning
- Inclusive curriculum and co-curricular
- Academies and Polytech: more previews/earlier intros at 6th/7th/8th grad



- All sending districts have the “same page” in all academics
- K-8 9-12 seamless progression in all subject areas + success
- More out-of-classroom experiences in all subjects
- Needs expedited vetting/approval via BOE
- Project-based & Experiential - Full/whole language
- Example- Blend of history/lit/science
- Ap Classes: More time in the day- weekly schedule
- Mods allow for more time (factor lunch)
- AI literacy & comp & ethics & laws
- Polytech - trade track” to complement County Resources
- Sports- Student-athletes feeling pride for both school and district
- Survey incoming students regarding interests- use to target invitations
- Articulation-beginning even earlier- communicating strengths
- Authenticity and agency among the students in the areas of strength
- Portrait of a Graduate
- Fishing/Outdoor Clubs: might appeal to students who are not in other clubs/sports
- Better emphasis on math readiness (articulation with sending districts)
- Support to catch up to basic standards (equivalent to ESC for math)
- Technology-Electives (AI, etc.)
- Digital Citizenship
- Emphasis on social-emotional learning
- Treat all with respect (themselves and others)

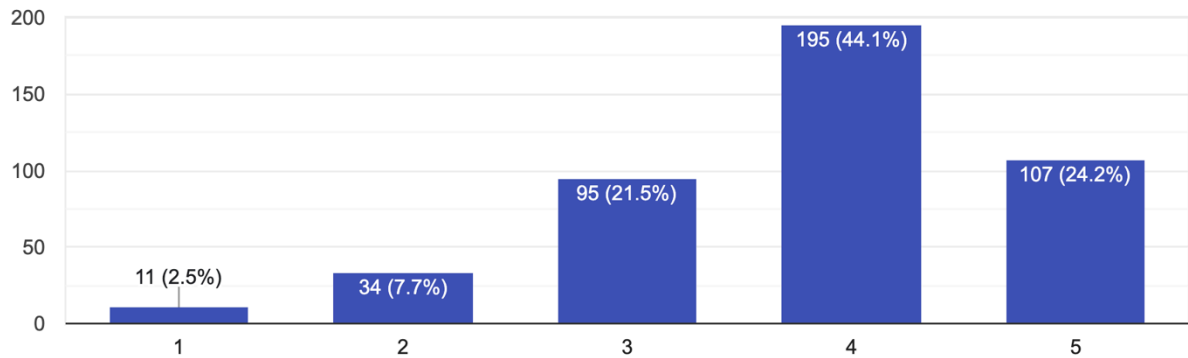


North Hunterdon-Voorhees REGIONAL HIGH SCHOOL DISTRICT

Quantitative planning survey data from external stakeholders included the following (scores closer to “5” are more agreeable/favorable):

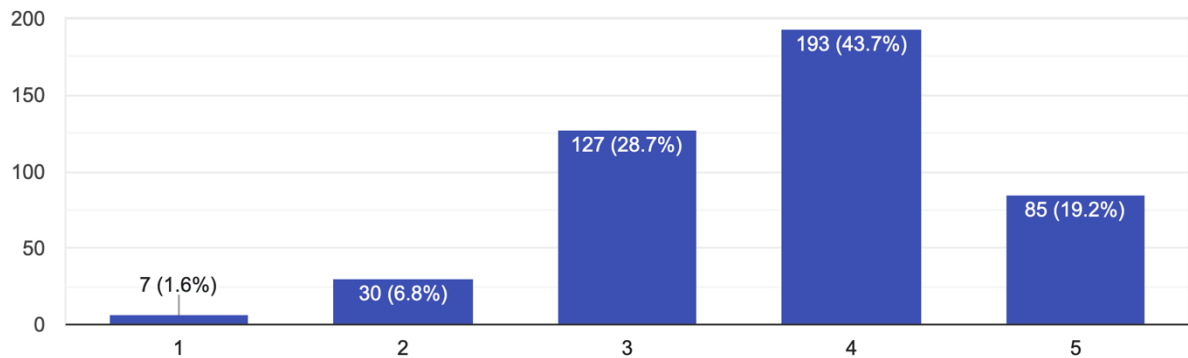
The school district establishes high expectations for all students.

442 responses



Within the academic program, assignments given to my child/children are meaningful.

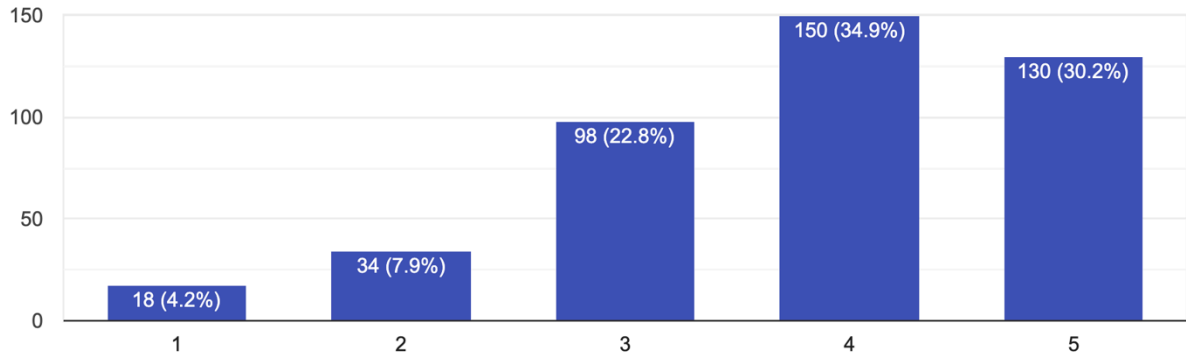
442 responses





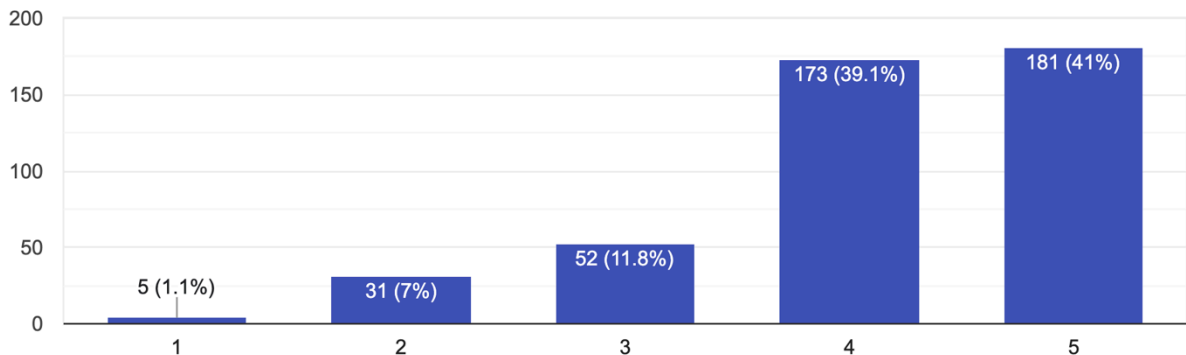
I am satisfied with the support services and special programs of the North Hunterdon-Voorhees School District (e.g., guidance, psychological services, special education, and gifted education).

430 responses



I am satisfied with the range of co-curricular and extracurricular program offerings of the North Hunterdon-Voorhees School District (e.g., clubs and student organizations).

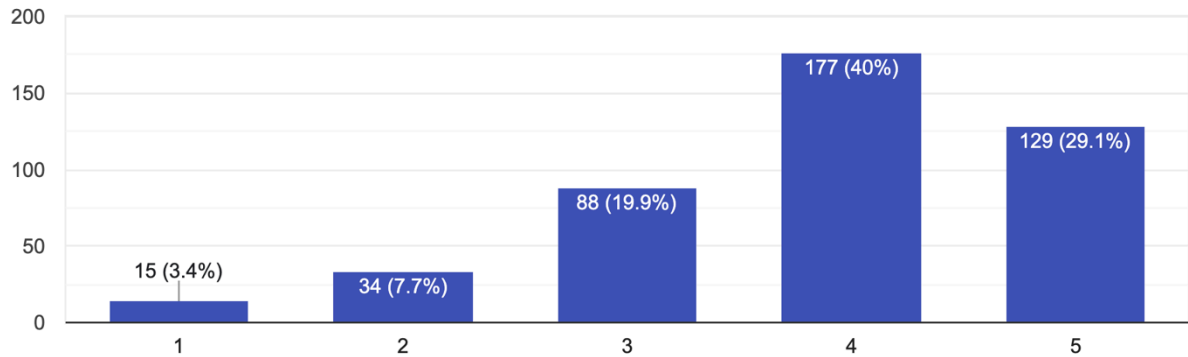
442 responses





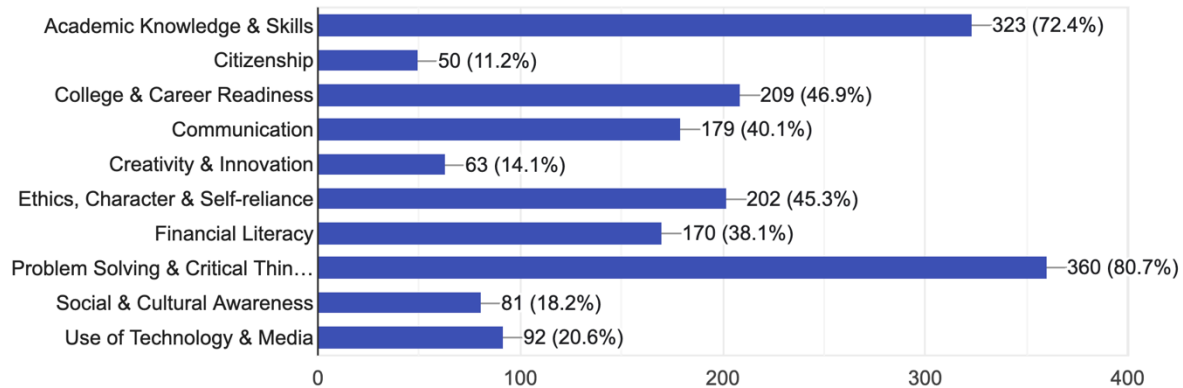
The NHV School District is successfully preparing my child/children for college and/or career.

443 responses



The most important skills current students should learn before leaving the district are: (please select no more than 4)

446 responses





PERSONNEL

The Personnel planning pillar is used to assess the school district's performance and capacity related to staffing and professional learning opportunities for staff.

Qualitative data and strategic trends collected by all stakeholders in consideration of the needs of the North Hunterdon-Voorhees School District with regard to the tenets of this pillar include, but are not limited to:

- Explore mentor-mentee options for teachers/paraprofessionals
 - Create a strategy to collect student (client) feedback to inform the professional training process
- Best practices for engaging/motivating students
- Greater collaboration between parents and teachers to benefit the academic expectations of teachers/high-quality education
- Mentorship for more than the first year of teaching (different mentors)
- Teachers need to observe peers more
 - Needs subs
 - Environment that inviting
- Common planning
- Office hour flexibility
- Attract/retain staff
- Mentorships
- Diversity of staff
- Staff second careers
- Cooperation with local organizations/agencies
- Meaningful professional development
- Planning time
- Money - Paying staff



- Recruitment - expand the pool of applicants
- Shared services
- Student teachers
- College liaisons
- Summer professional development
- Collaboration
 - More time with peers to strategize
- Training
 - Self-selected
 - Content-based continuing education
- Articulation
 - Starting earlier (5th)
- Proprietary Tech
 - Customize learning paths for each student
- More group learning
 - Students
- Lower student-to-teacher ratios
- Quality professional development and learning
- Allow creativity and flexibility in the curriculum
- Positive and supportive school environment
- Treat personnel as qualified professionals
- Using teacher life experiences
- Encourage team support
- Recruiting diversified and qualified staff
- Having a preschool/early education program taught by students and supervised by teachers
- Partnerships with colleges for better internship opportunities
- Inspiring effective and supportive school leaders
- Encourage or incentivize PD
- More student teachers with colleges create a pipeline for new teachers
- Salary guide is not competitive
- Improve mentorship
- More genuine support from the administration
- Upgrade and update equipment. Properly maintained equipment.
- Ability to purchase materials throughout the year with fewer obstacles
- Personnel that is willing to grow and improve
- Need to promote DEI for a healthy staff population (students too)
- Are staff appreciated?
- Support staff development plans
 - Including if the topic is dei
- Parent accountability
 - Can cause issues for staff
 - Be supportive of teachers
- Teacher survey - Ask them
 - Recognition
 - Instill a sense of pride and family invested



- Librarian - Support/ book bans
- Lean into technology
- More teachers obtaining advanced degrees (opportunities)
- Mentor teachers
- Diversity in faculty and staff - NJ Pride Prog.
- Teen/peer leaders
- Guidance counselors to support students and staff
 - Mind, body, heart
 - Rutgers is a resource
- Co-teachers- ML instruction
 - After-school time block
 - Practice/immersive
 - Example: Spanish tutoring/English students can experience that subject with practical application
- Learn the teacher's interests/pursuits in further enrichment
 - EX: tech? Subjects? Etc
- Sabbatical opportunities
- Ensure staff feel respected and trusted
- Find easy-to-celebrate staff
- Incentivize innovation
- Prioritize staff feedback and input
- Recruit talented people who represent our community
- Quality professional development tailored to specific groups
- Increasing staff connection
- Cross-curriculum collaboration and support
- Instructional coaches
- Homegrown teacher program (eg Educ. Academy)
- Support (financial and other/time) for pursuits of higher education/certification
 - Or rewards
- Better classroom equipment
- Staff recognition - staff of the month
 - At staff meetings and BOE meetings
- Well-documented process for handling potential issues between teachers/staff and students/guardians/parents
- Central repository/ better way to communicate advancement/certification opportunities
- Recruit and retain high-quality teachers
- PD in areas of teacher interest
- Schedule flexibility for staff
- Funding for innovative instructional resources
- Attracting instructors with experience in other fields
- Childcare options for staff
- Staff recognition
- Opportunities for collaborative teaching
- Opportunities for common planning
- Continued articulation with sending districts
- AI



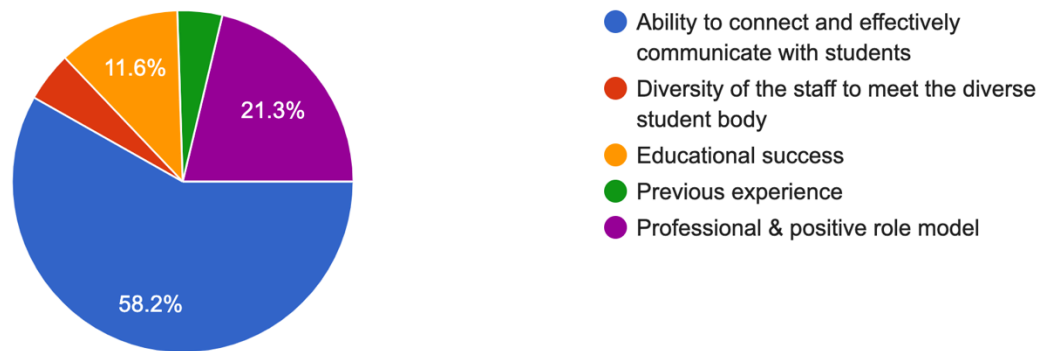
- Internships/vocational programs
- Concurrent enrollment
- Leadership Opportunities
- Public speaking
- Collaboration
- Projects (art, etc)
- Real-world connections
- Personalized learning opportunities
- Assessments
- Learning pathways/personalized
- Non-traditional paths
- Summer opportunities/bridge opportunities
- Basic skills, English composition, writing skills, augmentation
- Upping stamina in reading, long-form articles
- Smart use of AI
 - How to navigate AI
 - Ethical use of AI
 - How AI is leveraged
 - Using AI but maintaining critical thinking
- Curriculum - More options
 - Make more accessible for higher level classes
 - Need good math scores to go into science class
 - Making Vo Tech class options for exploring
 - Exploratory curriculum for personalization



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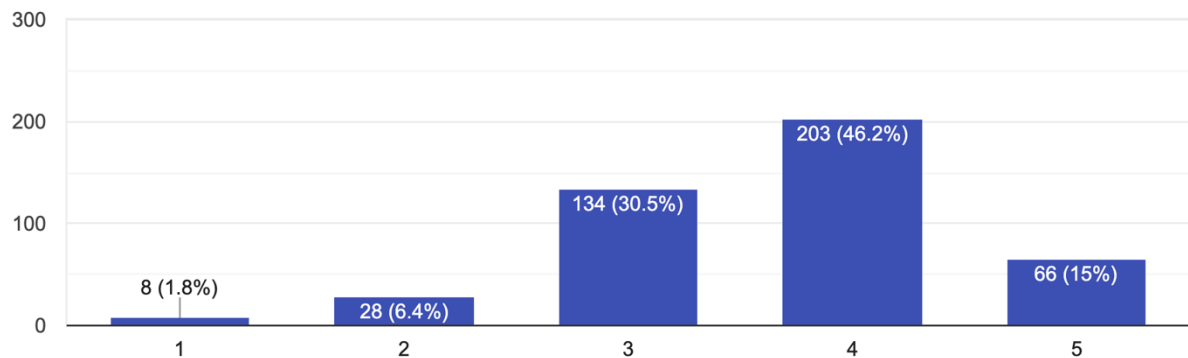
Which is most important to you in selecting and hiring new educators?

447 responses



The school district's teachers are student-focused in their delivery of content.

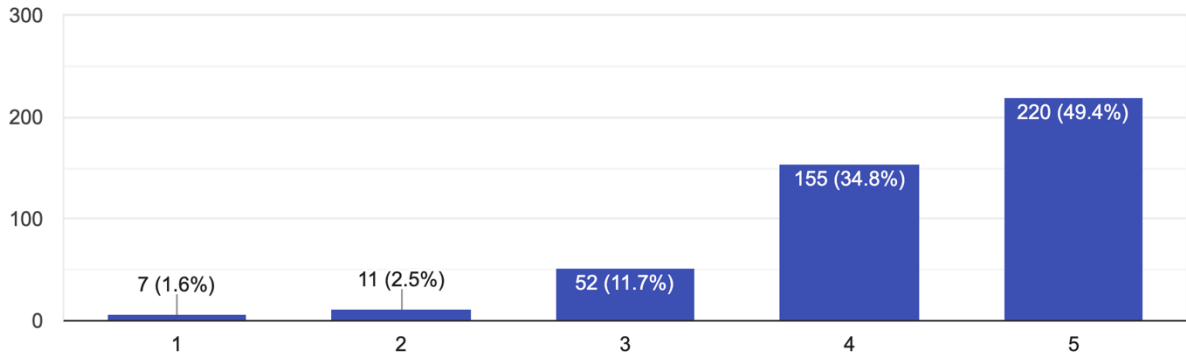
439 responses





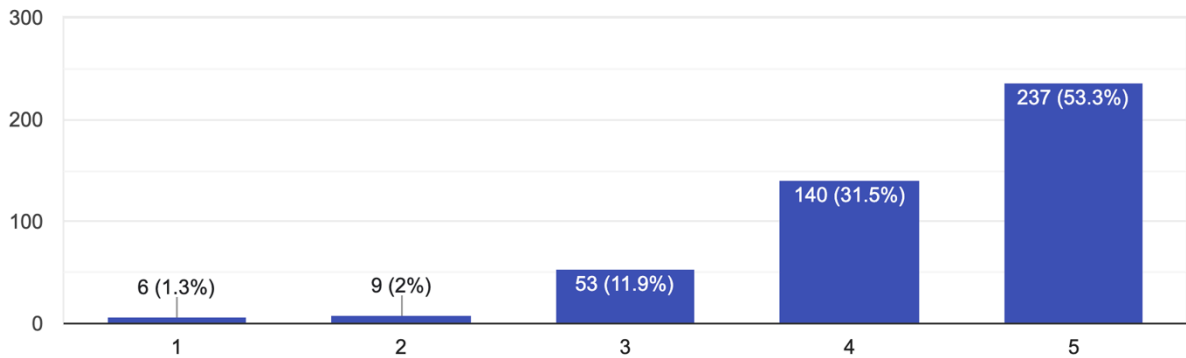
The school district should invest in practices that keep staff up to date with curricular innovations and educational trends through professional development programs.

445 responses



Providing professional development opportunities for staff is important.

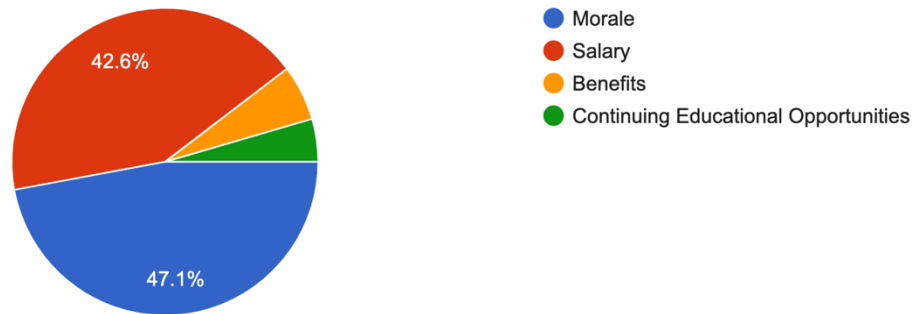
445 responses





Which do you view as most important in retaining quality educators and staff?

444 responses





FISCAL MANAGEMENT

That Fiscal Management planning pillar is used to assess the school district's performance and capacity in the area of finance, including budget planning, capital projects, and facilities management.

Qualitative data and strategic trends collected by all stakeholders in consideration of the needs of the North Hunterdon-Voorhees School District with regard to the tenets of this pillar include, but are not limited to:

- Keep minimal
- Sports
 - Booster clubs and fundraising - try to keep in check
- Research other ways to leverage the entire district
 - More bids/quotes
 - Work as buying bloc
- BOE members and officials/administrators to attend events (sports, music, arts) to make more informed decisions
- Maintenance plan for buildings
 - Long-range facilities plan and stick with it
- Make budgetary information more readily available to the community - presented in a format that is easy to understand and access
- Mechanism/feedback loop for efficiency with funding and means to measure strategy success objectively
- Township liaison
- County/state liaison
- Corporate liaisons
- Fundraising
- Capital reserves/investments



- Solar/energy savings
- Sustainability
- Grant writing
- Preventative maintenance
- Food service
- Local BOEs - work with them
 - o Shared services
- Regionalization
- Transportation
- Shared services
 - o Admin
 - o Support Staff
 - o Township
 - o Maintains curriculum standards
- Collaborative efforts increased
- More staff input
 - o Ordering
 - o Textbooks
 - o Instructional needs
- Budget Workshop
 - o Community, parents, teachers
- Transparency and simple
- Easy community accessibility and communications
- Budget timelines - be transparent
- Proper money management
- Provide breakdown
- Where is the money going?
- How is it being spent?
- Short and long-term planning
- Fiscal responsibility
- User-friendly presentation of where money is going
- Are we leveraging cooperative purchasing?
- Schools to communicate to sending districts
 - o Share costs/student etc
 - o Whole community
 - o What's the value of these tax dollars?
 - o Builds a sense of community
 - o Grows the next generation
- Develop a sustainability action plan
 - o Are we maximizing every dollar?
 - o Did we get grants for recent upgrades?
 - o Grant writer?
- 75% of salary - are we top heavy/admin
- Electric up 25%
- Shared services
 - o Sending districts



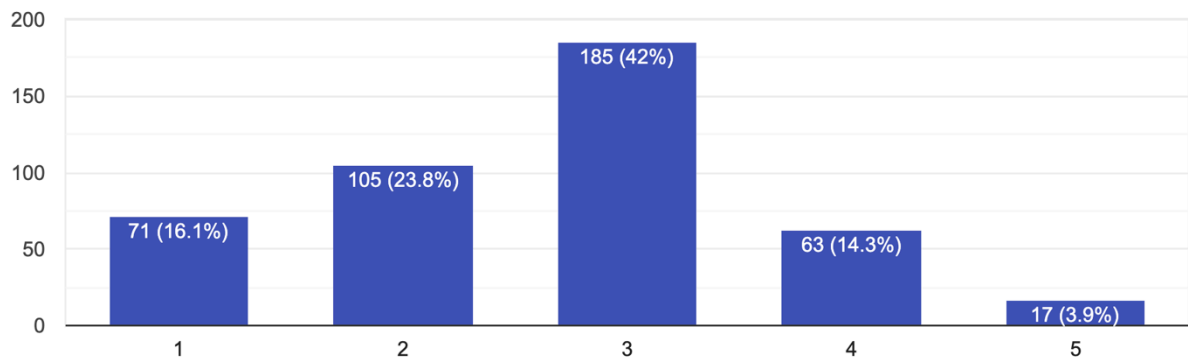
- o Township committees
 - o County
- Renegotiate/review school contracts every 3-5 years
- Transportation (train current staff)
- Educators cross-trained - able to fill multiple rolls
- Creative solutions/sponsorship to meet rising costs
 - o Pursue more novel funding
 - o Volunteer teaching opportunities (guest teachers)
- Creative ways/forward thinking to get ahead of costs
 - o Example: electricity/solar, fuel for miles/transportation
- Grants - full-time position dedicated to grant writing
- Shared services
 - o More creative solutions
 - o Sending districts and surrounding districts
- Cooperative bidding
- Transportation costs between campus - if more inter-HS events are happening ex. Music, sports
- Keep more special needs programs in the district
 - o Teachers - resources
 - o Can we serve certain needs?
 - o Are ages a factor
 - o Can Medicaid be more helpful in supporting disabilities
 - o Enlightening parents to multiple resources - locations and options
 - o BA - thankful!
- Corporate sponsorship
- Grants/grant writer
- BOE working with legislation
- Building capital reserves
- Stakeholders forum and how it directly impacts students and school
- Marketing
- Showcase how funds are spent
- Continue to look at shared services
- Communicate, communicate, communicate!
- Analyze short and long-term costs/benefit
- Welcome all stakeholders to witness the magic in our schools
- Community newsletter
- Contract review cycle
- More engagement from the community
 - o Education of community
 - o Marketing
 - o Eblasts to townships
- Contract bidding process
- Standardize/improve grant application
 - o How does the BA know what grants are available
 - Who decides which grants are applied for
 - o Knowledge shared with other districts on grants, contracts, and bidding



Quantitative planning survey data from external stakeholders included the following (scores closer to “5” are more agreeable/favorable):

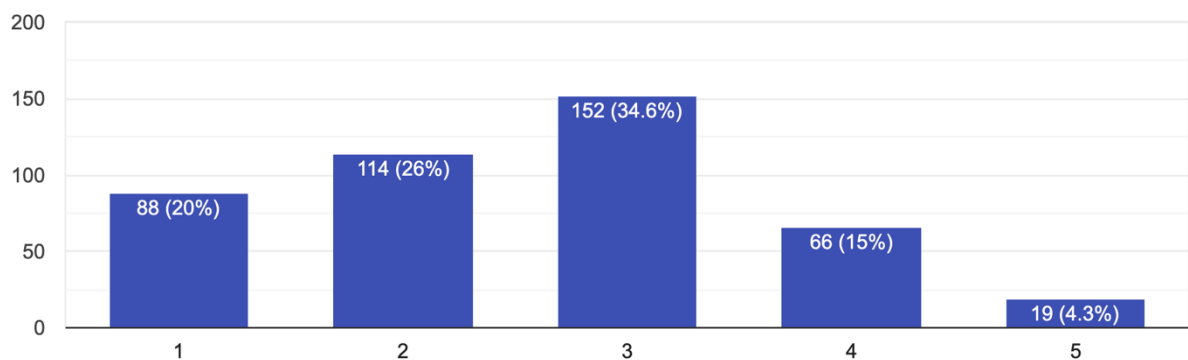
I feel informed about the school district's finances.

441 responses



I have a clear understanding of school finance and budgeting that includes an awareness of the key factors that affect revenue and expenditures.

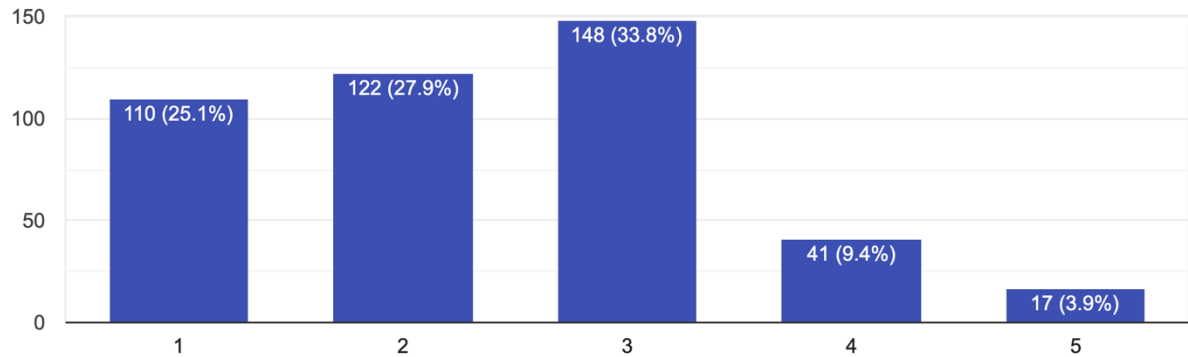
439 responses





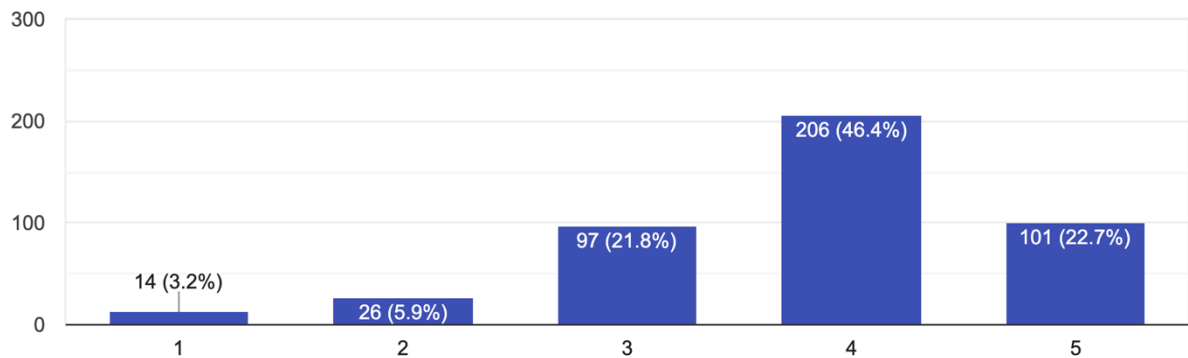
I closely monitor information about the school district's budget development process.

438 responses



I am satisfied with my child/children's instructional facilities (e.g., physical school buildings/classrooms).

444 responses

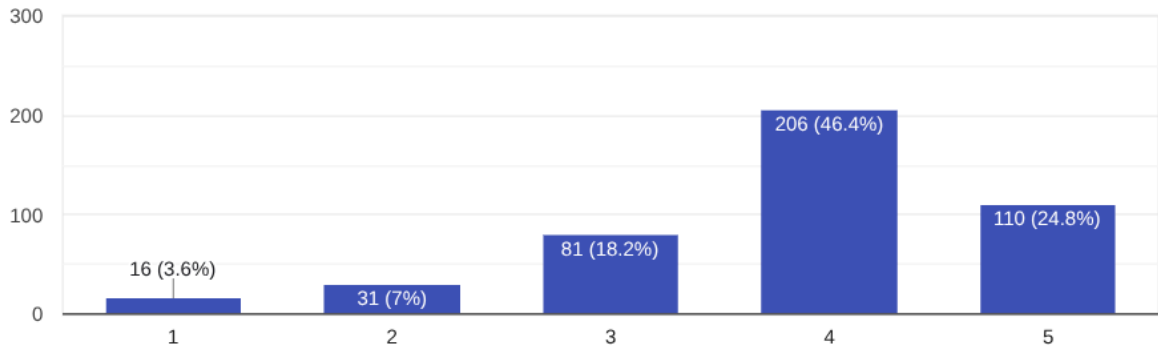




I am satisfied with my child/children's non-classroom facilities (e.g., fields, playgrounds, and performance spaces) as they pertain to use during the school day or school sponsored events.

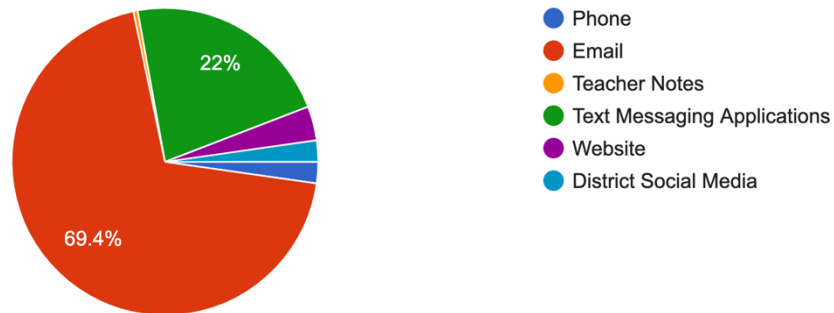
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444 responses



What is the most useful way to contact parents/obtain information in the NHV School District?

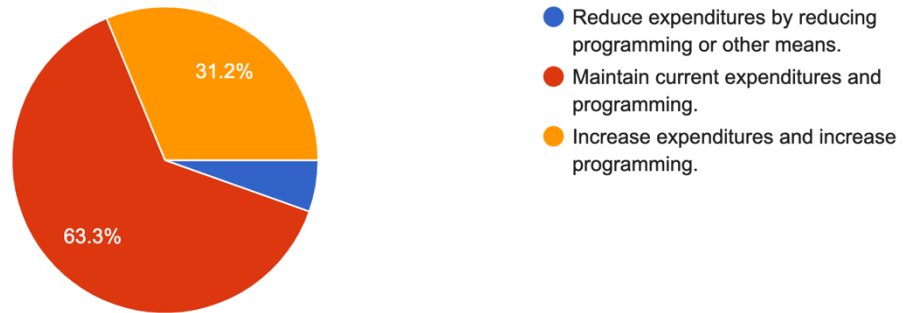
445 responses





Please check which of the following fiscal statements you believe should be the top priority for the school district.

442 responses





OPERATIONS

The Operations planning pillar is used to assess the school district's performance and capacity in areas such as school policy, school climate, health, and transportation services.

Qualitative data and strategic trends collected by all stakeholders in consideration of the needs of the North Hunterdon-Voorhees School District with regard to the tenets of this pillar include, but are not limited to:

- Continuously evaluate and review security solutions and IT solutions
 - Bullet-proof vests, metal detectors
- Create time for longer lunch breaks
- Better detection and consequences to deter vaping and drug use
- TLC for athletic facilities
- Must students have access to phones in their classroom?
 - Better support for teachers to be respected with student attention and excellence in effort
- Improve art facilities (make it more modern)
- New lighting for the theater
- Improve school security from 3-10 pm
- Equitable materials and facilities at both schools including distribution of resources for arts/sports
- Additional custodial staff
- Work with sending districts to support arts and music programs.
- Safety/security
- Cyber security
- Update website



- Preventative maintenance
- Long-range facilities
- School specific programs
- New parking lot
- Update student desks
- Incentive to fix “in-house”
- Alternative ways to bring in revenue
 - Property enhancements
- Acquire our own buses for the district
 - Rent out buses to others
 - Allow students to use polytech skills to benefit school fundraising.
- More open-space classrooms
- More single bathrooms
- More shared with the community more often
- Student run podcast
- Student council involvement
- Desks not efficient
 - Standing
 - Modular
- Innovative learning
- Budget planning
- Community Garden
- Better communication plans for what is going well as well as the weekly blast
 - Public Affairs
- Aspen - better solution, more user-friendly
- Snack shack upgrade
- Repurposing locker space
- Creating lounge space
- Unit lunch
- Best practices utilized at both school
- Let residents w/o children sign up for communications
- Long-range facilities and technology plans
- Streamline communications
- Grants
- Busing
- Utilize demographer to anticipate trends and needs
- Food Regulations get thighs out of the kid's café food
- Food: garden? Compost- Does a garden club exist?
- Share menu for transparency: if it's not now
- Safer security impression? Help with traffic? Spread out around campus.
- Are we keeping up with safety standards? Security consultant assessment
- Should all doors be locked?
- Contribution to art/music facilities
- Net zero energy: is it possible?
- Have nine officers between North and Voorhees? Based on what SRO VS CLASS3.



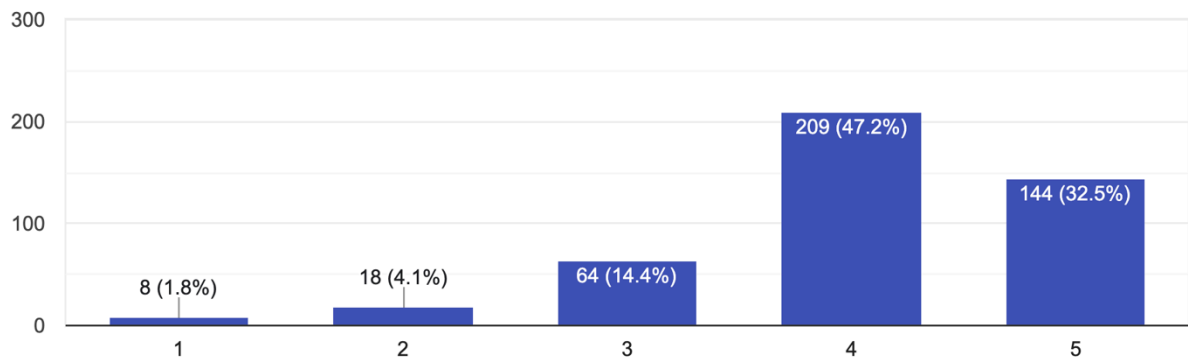
- Cash machines in the cafeteria; can they show the cost/budget of what's being spent and how much is left on the card?
- Another tour(sp?)/Green space NH and VHS
- Girls wrestling team
- Combined music concerts NHV?
- Reimagined locker rooms for better efficiency
- More dog therapy days/OPPS
- More parking? Expand parking passes to juniors. Would that help with transportation bus routes?
- Creative ways to attract drivers for buses? Parents? Bus routes with stops at more centralized locations? Liabilities? Coaches drive smaller teams? no sidewalks?
- Add kiosks for more food service
 - One app for ordering ahead of time
- Building maintenance, upgrading major systems, for example: HVAC
 - Energy Efficiency
 - Living Laboratories using the campus as an educational tool
- Parking Deck



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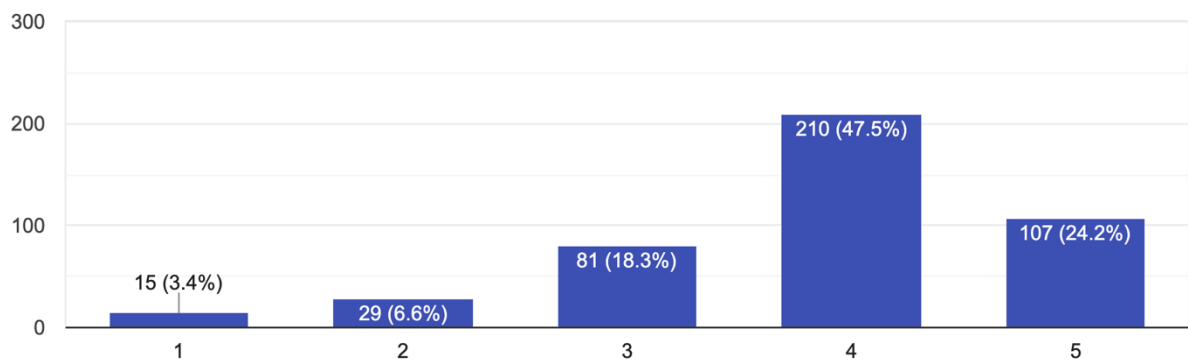
The school district develops structures to ensure my child's physical safety.

443 responses



The school district develops structures to ensure my child's health and wellness.

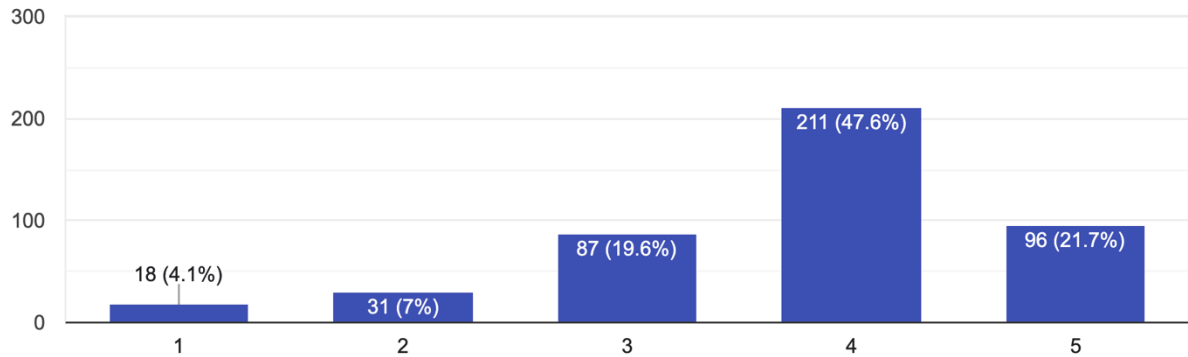
442 responses





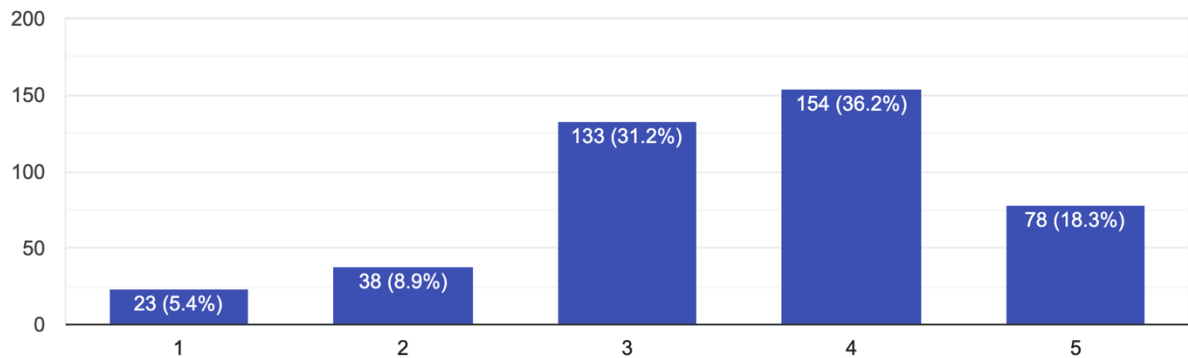
My child/children's school culture is positive and conducive to learning.

443 responses



My child/children's school implements discipline/code of conduct policies consistently and fairly.

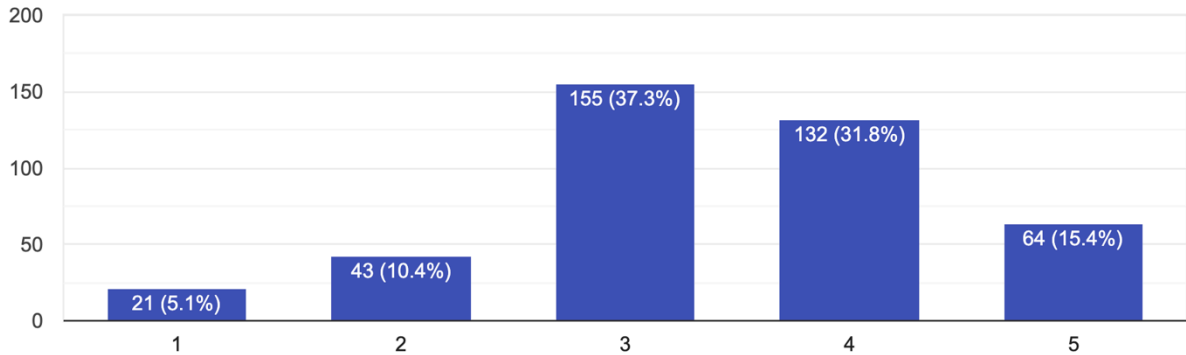
426 responses





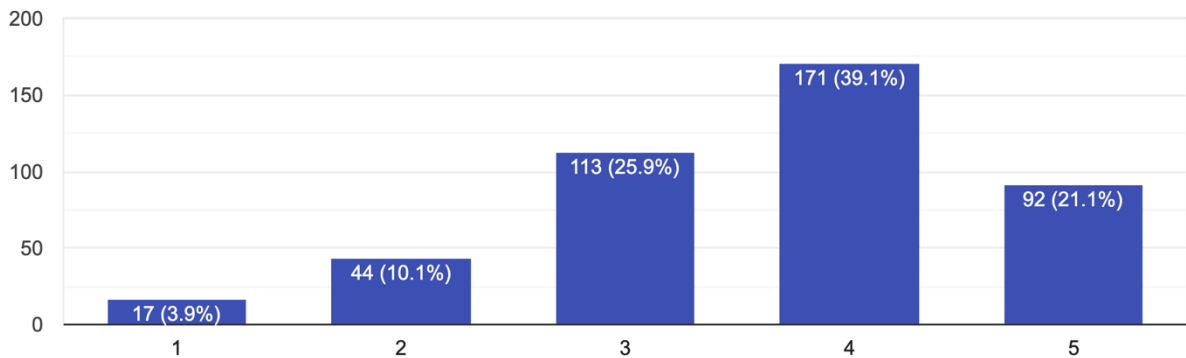
My child/children's school is open to restorative practices which focus on resolving conflict, repairing harm, and healing relationships.

415 responses



The school district has an effective and efficient food service program available to students.

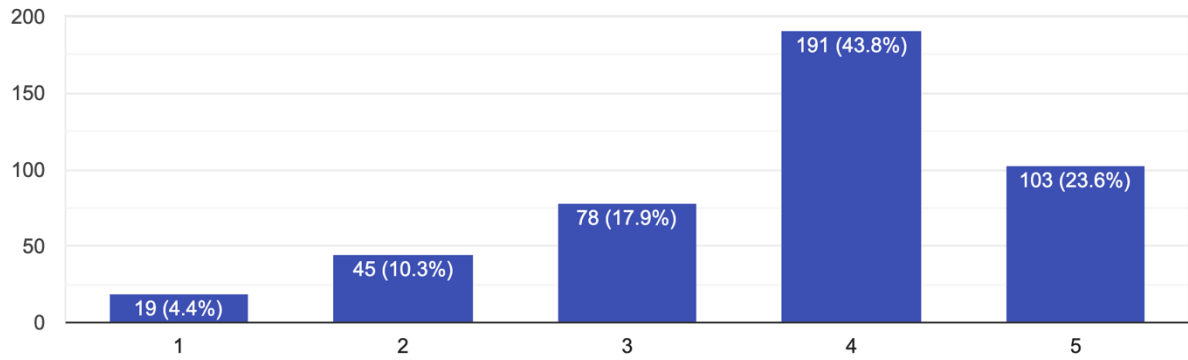
437 responses





The school district has effective and efficient transportation procedures and protocols.

436 responses





GOVERNANCE

The Governance planning pillar is used to assess the school district's performance and capacity in areas such as an alignment of state student learning standards, communication, and transparency.

Qualitative data and strategic trends collected by all stakeholders in consideration of the needs of the North Hunterdon-Voorhees School District with regard to the tenets of this pillar include, but are not limited to:

- Reevaluate curriculum
- Peer to Peer observation
- Observation by content specialists
- Take classes instead of study hall, needs to be more structured
- DEI
- Inclusion
- Inviting teachers and staff to BOE meetings
- BOE accountability from NJSBA
- Expand out of traditional learning
 - Math
 - English
 - Science
- Curriculum - AP certifications for teachers
- Content-based administrators
 - Evaluations
 - Feedback
- Policies
 - Reviewing/creating as needed



- Job descriptions - update
- College curriculum liaisons
 - Gap analysis
- Sending districts
- Board professional development/onboarding
- Community engagement
 - Academic goals
- Transparency
- Accountability
- Social media engagement
- Checkpoints
- Delineation of roles
- Define relevant and measurable key points of interest (KPI) with clear ownership for accountability purposes
- Share quarterly the strategic plan progress on the district website and BOE meetings
- Engage owners with the community to provide support for success
- Revisit vision and mission
- Admin make more support/feedback to staff
- Rigor raise expectations
- Attendance
- Innovative learning - telenovelas teach Spanish
- AP review opportunities
 - Use ½ days to allow students to get big help
- Metrics - budget/fiscal management. Knowing that they are in target
- Admin support and knowing teachers
- Being in classrooms
- Administration giving appropriate feedback
- Not being punitive
- Communicate the district vision to parents and teachers so that they can be aligned and buy-in.
- Making sure we have best practices with security
- More merged sports teams with North
- Swimming pool for swim teams - rent to the community in the summer with student lifeguards for volunteer hours
- Ensuring that sports teams have what they need
- Busing (our own) for school activities
- Improving connectivity (dead zone) - particularly health office
- Add field trip capacity for all grades
- More volunteer opportunities, interaction with the community
- 2 sets of books
- Board of Education– Need onboarding/orientation for new members
- Update at every meeting on the strategic plan
- Board mission statement; read it at every meeting
- Whole BOE to be considered? Pros/cons community sees arguments, dysfunction, etc some don't go to meetings now, and it's discouraging.
- Milestones to be set for the strategic plan
- Should committee meetings be open to the public

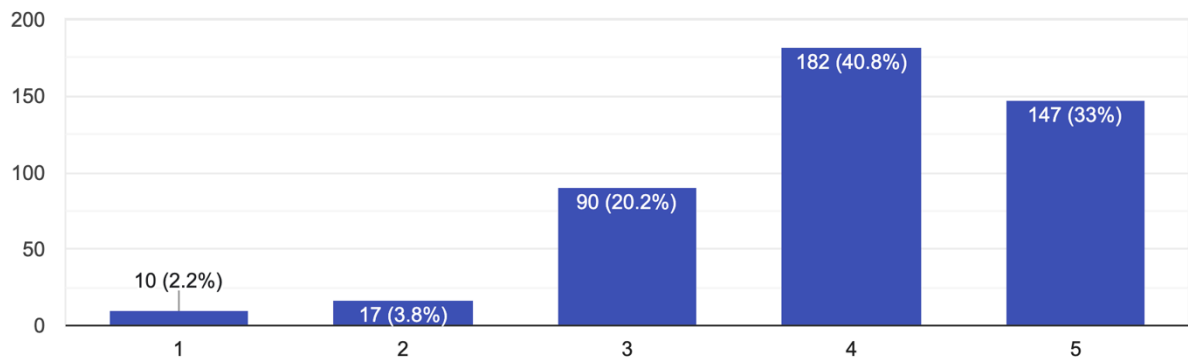


- Too much focus lately on social topics versus what we discussed today
- Policies delineate how and when goals are reported on
- Empower staff to be part of action plans and update on progress. Give release time to focus on the work.
- Board ownership of the strategic plan
- Focus on culture and climate that allows all students to access their education
- BOE creates/approves/supports these goals, plan for success in these areas
- BOE and powers the school to and implement the plan, no micromanaging needed by the board of ed
- The outstanding administration will see these goals through
- Have K through 8 families understand their role in these goals
- Create a time for the Board of Ed to hear from area/goal-affected folks/groups
- All 12 districts can benefit from this, so we need chances to share the success/feedforward.
- Listen to students living in/through the goals
- Listen to realtors with families who are hearing about our district
- Affected communication with stakeholders, example: teacher, student, admin, community members
- Assessment metrics of support for students' mental and physical health
- School liaison with the Township Committee
- Communicating with the entire social community using different social media platforms
- strategic plan review sessions for stakeholders at least annually focused on a residential forum
- Strategic planning stakeholders committees with representation from
- Parents, students, teachers, and administrators
- Consider the better organization of the BOE site example board docs
- Action Plan Visual and Transparent
- BOE admin goals are directly related
- Boe training is timely and ongoing
- Diverse stakeholder involvement
- Support and trust the Admin to accomplish goals
- Biannual admin reporting or standing updates at BOE meeting
- Articulation and coordination with sending districts

Quantitative planning survey data from external stakeholders included the following (scores closer to “5” are more agreeable/favorable):

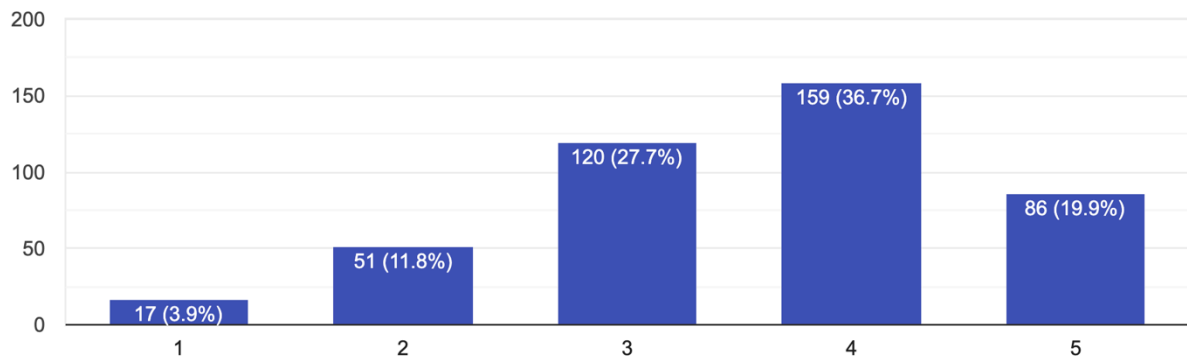
My child/children's school(s) provides frequent and transparent communication with families.

446 responses



My child/children's school monitors student performance in a proactive manner to identify and address learning needs (e.g., enrichment, remediation, and additional academic support).

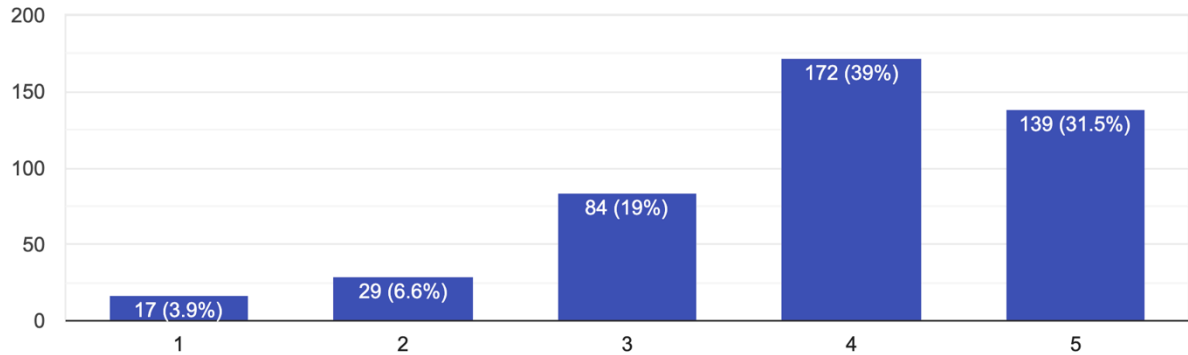
433 responses





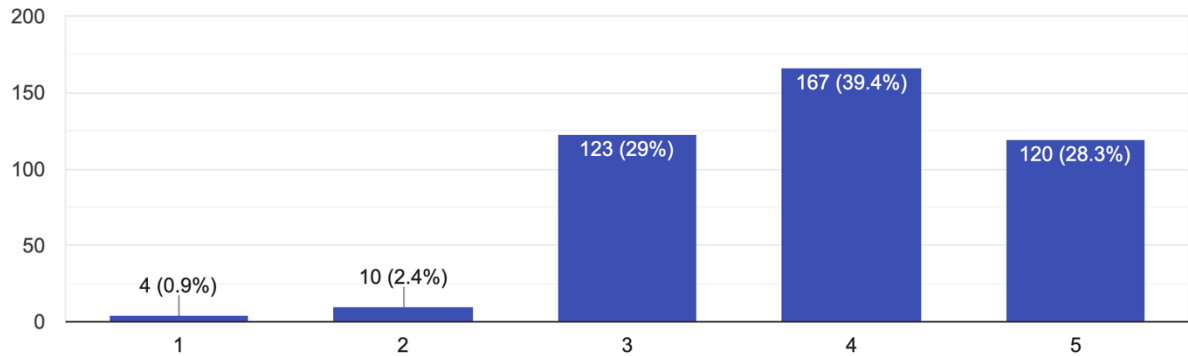
Information available through the student information system (Aspen) provides good details about my child/children's academic performance.

441 responses



The school district ensures that all curriculum, instruction and assessments are aligned to New Jersey Student Learning Standards (NJSLS).

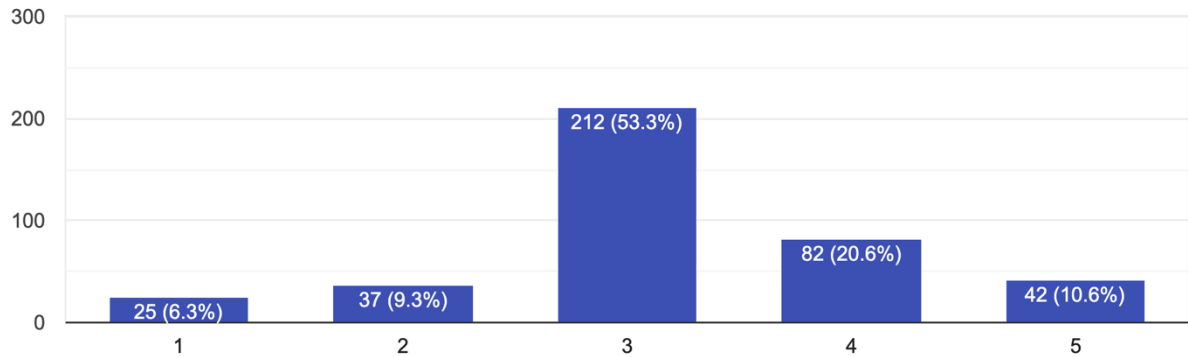
424 responses





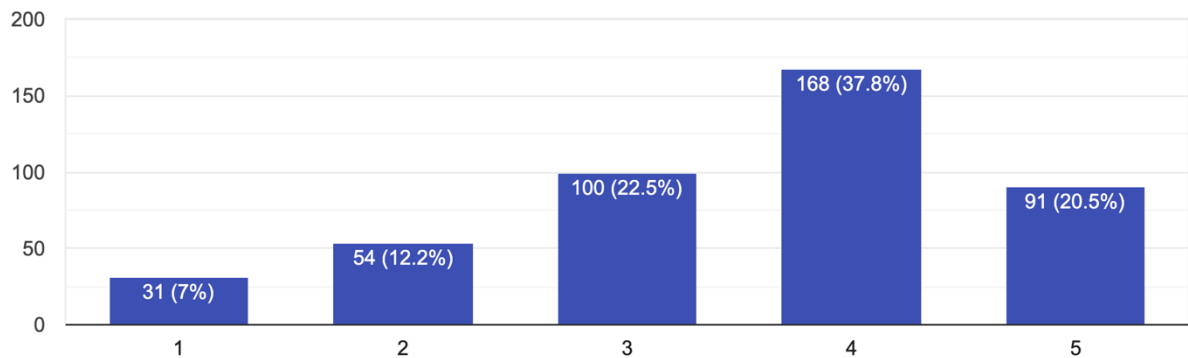
The school district is successfully closing the achievement gaps of low performing students.

398 responses



I visit the school district's website to learn more about my child/children's educational program and upcoming activities/events.

444 responses



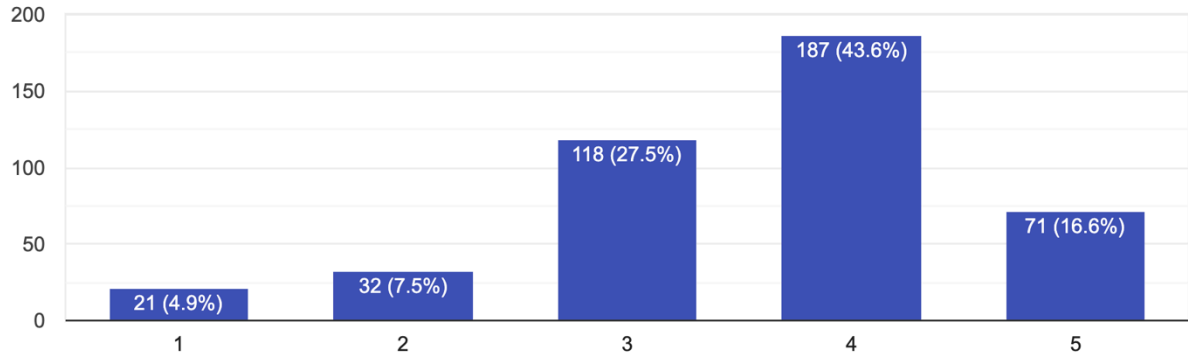


North Hunterdon-Voorhees

REGIONAL HIGH SCHOOL DISTRICT

The school district ensures its schools are led by high-quality administrators and teachers.

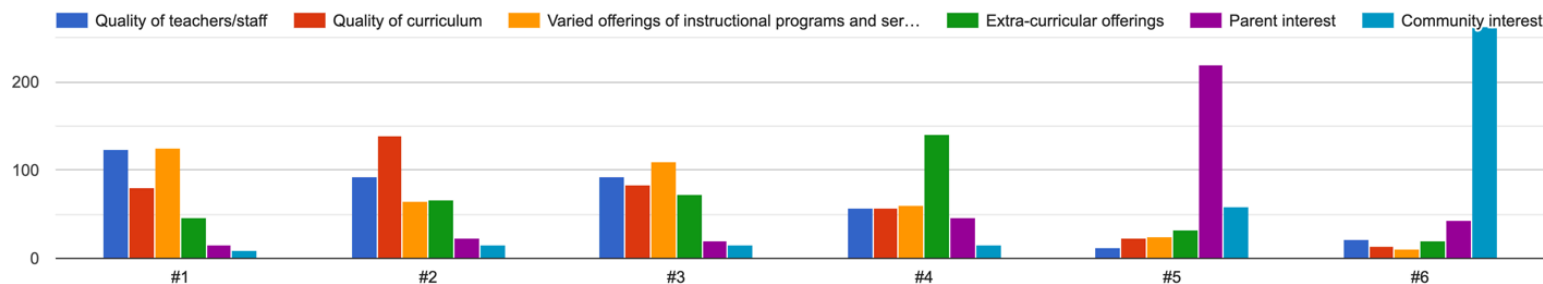
429 responses





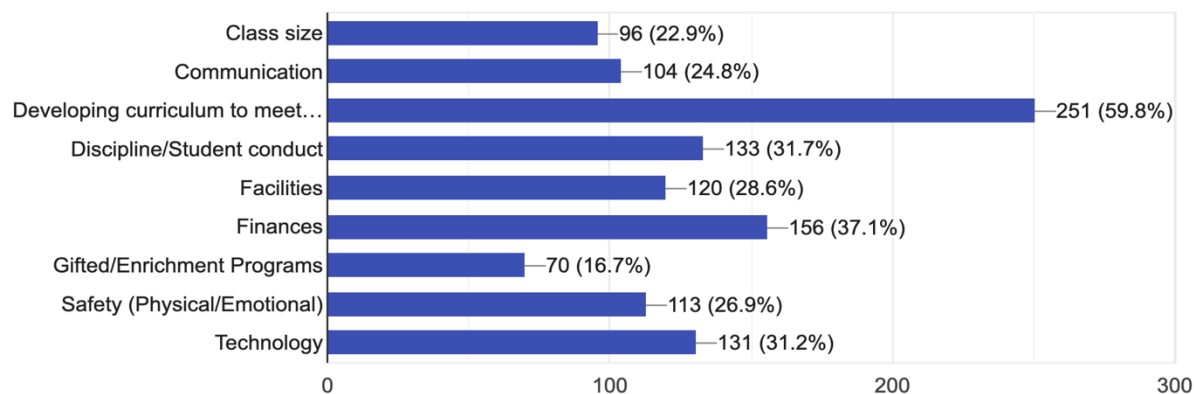
GENERAL CONCLUSIONS

In your opinion, what is the greatest strength of the NHV School District? (please rank 1-6 with #1 being the best)



In your opinion, what are the three (3) most important challenges or issues facing the NHV School District? (please check only 3)

420 responses



STRATEGIC SPOTLIGHTS

2030

The following goals have been designed using stakeholder data and reviewing a needs assessment as it relates to NJQSAC and the students and families of the North Hunterdon-Voorhees Regional High School District schools. These goals are the pillars upon which we, the North Hunterdon-Voorhees School Regional High School District, build our strategies, measure progress, and fulfill our vision:

1. Enhance safety protocols and emergency preparedness measures to ensure the physical and emotional well-being of students and staff, fostering a sense of security and support within the school community.
2. Increase access to a diverse range of after-school clubs, extracurricular activities, and academic support programs to provide students with opportunities for personal growth, skill development, and social engagement outside of regular classroom hours.
3. Implement comprehensive programs and resources to support the social-emotional well-being and mental health of students, equipping them with the tools and support needed to navigate challenges, build resilience, and thrive academically and personally.
4. Integrate cutting-edge technology tools and resources into the curriculum to enhance teaching and learning experiences, promote digital literacy skills among students and teachers, and prepare students for success in a technology-driven world.
5. Upgrade school facilities to create a more conducive learning environment that supports student engagement, collaboration, and creativity, while also enhancing safety and accessibility for all members of the school community.
6. Recruit, retain, and develop high-quality educators and staff.
7. Ensure all students have equitable access to resources and opportunities.
8. Strengthen family and community partnerships to support diverse learners.
9. Improve transparency through effective communication strategies.

METHODOLOGY

Strategic Planning Methodology: An Ethnographic and Data-Informed Approach

The development of this five-year strategic plan for the North Hunterdon-Voorhees Regional High School District was guided by a comprehensive, ethnographic process that emphasized both quantitative rigor and qualitative depth. Rooted in best practices from educational research and systems leadership, this process was designed not merely to collect data, but to listen deeply, observe authentically, and understand contextually the lived experiences of our students, educators, families, and the broader school community.

1. Ethnographic Engagement with Stakeholders

At the core of our planning process was a sustained ethnographic inquiry. Over the course of several months, district leaders and consultants facilitated structured engagements across stakeholder groups. This included:

- Focus groups with students at all grade levels to elicit insights about learning experiences, school culture, and instructional relevance.
- In-depth interviews with district leaders to understand instructional practices, professional learning needs, and system challenges.
- Community forums with parents, alumni, and civic leaders to identify aspirations, concerns, and opportunities for partnership.
- Informal observation in classrooms and common spaces to authentically assess school climate, instructional delivery, and student engagement.

These ethnographic methods provided critical narrative context that complemented and often clarified quantitative and qualitative trends. They allowed the district team to move beyond surface-level metrics and access the deeper values, perceptions, and daily realities of the school communities.



2. Quantitative Data Analysis

Parallel to qualitative efforts, the strategic planning team engaged in an extensive analysis of available quantitative data, including:

- Student achievement data (local and state assessments, AP, SAT, graduation rates)
- Enrollment and demographic trends
- Budgetary allocations and expenditure reports
- Facilities and operational efficiency studies
- Stakeholder Survey

Statistical modeling and trend analysis were used to identify gaps, track performance over time, and forecast needs over the five-year planning horizon. This data served as an empirical foundation for setting measurable goals and prioritizing resources.

3. Synthesis and Action Planning

The ethnographic and data analyses were synthesized through a series of cross-stakeholder design sessions, during which emerging themes were distilled into five strategic domains: Instruction & Program, Personnel, Fiscal Management, Operations, and Governance. In these sessions, stakeholder voice was not tokenized; rather, it was central to constructing a vision and action plan that is reflective, responsive, and rooted in the lived experiences of the stakeholders of the North Hunterdon-Voorhees Regional High School District.

Each goal and initiative in this plan has been triangulated across multiple data sources, ensuring they are not only evidence-based but also ethnographically validated. Importantly, the strategic priorities reflect the values articulated by the school community and a commitment to equity, innovation, accountability, and excellence set forth by the North Hunterdon-Voorhees Board of Education and the Superintendent of Schools.

4. Transparency and Validation

The strategic plan will be presented at a public meeting and made available for public review on the district website. A Strategic Planning Advisory Committee will be formed to meet throughout each year of the plan to assess progress and make recommendations for improvement. This iterative feedback loop will reinforce the district's commitment to shared ownership and trust-building throughout the entire planning process.



Navigating Tomorrow: United North Hunterdon-Voorhees Strategic Path Forward



Executive Summary

North Hunterdon-Voorhees Regional High School District Strategic Plan (2025–2030)

Vision Statement

Every student, empowered for tomorrow.

Mission Statement

The North Hunterdon-Voorhees Regional High School District empowers all students through innovative and personalized learning to achieve their full potential, embrace lifelong learning, and contribute responsibly to a changing world.

Strategic Goals & Objectives

Pillar 1. Instruction & Program

Goal: To develop curriculum and programs to improve student achievement through data-driven, student-centered instruction that fosters critical thinking and lifelong learning.

Objective 1: To enhance curriculum and instruction to prepare students for the future:

- Strategically integrate Artificial Intelligence as a tool to enhance teaching and learning, foster 21st-century skills, and prepare students for an AI-driven future, while upholding ethical considerations and academic integrity.
- Increase opportunities for authentic learning and real-life applications that include hands-on activities, without relying solely on electronic devices.
- Enhance the development of critical learning and thinking skills and the ability for students to confront the complexities of the world.
- Strengthen articulation with sending districts to ensure students are prepared for high school transition.

Objective 2: To strengthen career pathways and opportunities for all students:

- Increase connection between polytech programs and middle-school/high-school students.
- Provide internship or career exploration opportunities for all students.
- Provide experiences for students to explore career opportunities in the field of education.

Objective 3: To foster a positive and supportive school environment focused on student well-being and school and community engagement:

- Support student mental health by providing resources (including a tiered system of supports) and access to counseling services.
- Provide opportunities for students to develop interpersonal communication and engagement skills.
- Offer opportunities for clubs and activities that meet student needs and interests.

Pillar 2. Personnel

Goal: To establish and foster a workforce committed to student success, characterized by high performance, data-informed decision-making, and continuous growth, fostered through proactive recruitment and comprehensive professional development..

Objective 1: To enhance personnel support and growth through quality professional development:

- Expand mentorship opportunities for teachers and paraprofessionals.
- Create opportunities for peer observation among teachers to foster learning and sharing of best practices.
- Develop and implement strategies to attract and retain a diverse and qualified staff, including recruiting talented individuals who represent the community.
- Support involvement in professional organizations, including representing the district at state and regional conferences.
- Provide meaningful professional development opportunities that are self-selected and content-based, and tailored to specific groups and teacher interests.

Objective 2: To foster a positive and supportive school and district environment:

- Provide opportunities for staff members to interact with colleagues outside of the classroom to enhance camaraderie.
- Create an environment that is inviting, positive, and supportive for staff by ensuring facilities are properly maintained and equipped.
- Provide opportunities to increase staff appreciation and recognition.
- Support staff mental and physical health through various wellness programs.

Objective 3: To empower staff members to develop and deliver a rigorous curriculum and instructional practices:

- Evaluate the curriculum to find ways to connect learning to real-world issues, careers, and future opportunities.
- Explore subjects in-depth, making connections across disciplines, and challenging students to think critically.
- Develop higher-order thinking skills, such as analysis, synthesis, and evaluation, through reading and writing tasks.
- Foster curiosity, critical thinking, problem-solving, and creativity to consistently challenge students to reach their highest potential.
- Use authentic assessments, such as portfolios and performance-based tasks, to measure student progress and provide meaningful feedback.

Pillar 3. Fiscal Management

Goal: To ensure fiscal sustainability through the evaluation of current expenditures and resource allocation to support and enhance student programs and maintain and improve facilities.

Objective 1: To enhance transparency in the allocation of financial resources through increased communication:

- Provide multiple ways of clear communication to all stakeholders regarding revenues and expenditures, including the district website and newsletter.
- Monitor and prioritize projects on the long-range facilities plan in coordination with the board of education.
- Develop stronger relationships to help support our booster clubs and parent organizations.
- Establish clear budget timelines and ensure they are clearly communicated to all stakeholders.

Objective 2: To enhance operational efficiency and improve fiscal resource management:

- Explore and implement shared services in partnership with our sending districts and local community agencies, including potential regionalization of services.
- Analyze transportation costs to identify and rectify potential inefficiencies.
- Continue to examine out-of-district placements and expand our current in-district programs to meet the needs of our students.
- Develop a timeline for Request for Proposals to ensure financial efficiencies for contracted service providers.
- Evaluate the district's personnel structure to ensure effective utilization of our human resource talent.

Objective 3: To maximize alternative funding opportunities:

- Actively seek and secure funding through grant opportunities at the local, state, and federal levels.
- Explore partnerships with local businesses, corporations, and community organizations.
- Continue to evaluate and modify district finances to maximize our return on investment.
- Evaluate and modify existing send/receive contracts to maximize financial benefits.

Pillar 4. Operations

Goal: To optimize programs and infrastructure to support student success and operational efficiency.

Objective 1: To maintain and improve school facilities and programs to support student success:

- Develop and monitor a facility maintenance schedule to ensure safety and efficiency.
- Evaluate facilities for the performing/visual arts and athletics to ensure adequate and equitable availability.
- Prioritize items on the long-range facilities plan based on current needs.
- Modernize instructional spaces to meet the needs of our students and staff.

Objective 2: To enhance the student experience and well-being:

- Provide and promote spaces and programs that support student well-being.
- Enhance programming to deter substance abuse through education, facility upgrades, and code of conduct revisions.
- Review and determine guidelines for student access to phones and other electronic devices in their classroom.
- Continue to evaluate ways to improve student attendance rates and reduce chronic absenteeism.
- Expand opportunities for students from both schools to collaborate.

Objective 3: To maintain and enhance safety and security measures to ensure a safe and comfortable learning environment:

- Continually evaluate our current security personnel and procedures for effectiveness and efficiency.
- Evaluate information technology security measures to make sure our students, staff, and district are safe from and educated about potential cyber threats.
- Evaluate and implement additional security measures during after-school and evening activities to provide safety and security for our school community.

Pillar 5. Governance

Goal: To foster transparency, accountability, and stakeholder engagement through effective communication and policy.

Objective 1: To evaluate and improve governance and strategic planning implementation:

- Develop and maintain an advisory committee to evaluate progress and suggest improvements to the strategic plan.



- Provide professional development opportunities and onboarding procedures for new and existing board members.
- Provide an annual update and suggestions for improvement on strategic planning at a public board meeting.
- Board of education support for the development and implementation of a rigorous curriculum and instruction.

Objective 2: To enhance communication and community engagement:

- Evaluate and improve our web presence and social media content to ensure equitable access for all families.
- Improve communication with all stakeholders, including teachers, students, parents, administrators, and community members through proactive solutions, such as email and newsletters.
- Expand communication efforts to include our regional sending districts.

Objective 3: Review and revise board policy and administrative procedures to ensure operational efficiency and effectiveness:

- Develop a schedule to review and revise board policies at the committee level for recommendation to the full board for approval.
- Annually review administrative procedures to ensure compliance with board policy and effectiveness.
- Annually set board and district goals to align with Strategic Planning.
- Report annually to the board of education about academic achievement and student successes.

Implementation & Oversight

- Timeline: Phased over five years (2025–2030) with yearly milestones and reviews.
- Oversight: Led by the Superintendent, Board of Education, and a Strategic Planning Advisory Council.
- Monitoring Tools: Annual progress reports and a mid-plan review in Year 3.

Annual Review & Monitoring Structure

- Annual Report to the Community: Summarizes progress and identifies next-year priorities.



North Hunterdon-Voorhees
REGIONAL HIGH SCHOOL DISTRICT

- Oversight Team: Composed of district leadership, board members, and advisory council reps.
- Mid-Plan Review (SY 2027-2028): Formal assessment and potential reconfiguration of priorities for goals and objectives.

THE ACTION PLAN



“A Commitment to Excellence”

The following action plan represents North Hunterdon-Voorhees’ commitment to excellence through purposeful planning, responsive leadership, and community partnership. It ensures every decision is rooted in data, every voice is valued, and every tax dollar is spent to improve outcomes for all students.

Pillar I. Instruction & Program

Goal:

To develop curriculum and programs to improve student achievement through data-driven, student-centered instruction that fosters critical thinking and lifelong learning.

Action Plan:

Initiatives, Timeline, and Oversight

- Develop and implement a future-ready learning framework

Years 1-2

Director of Curriculum, Articulation, and Student Achievement

- Cultivate career awareness and post-secondary readiness through academic pathways

Years 1–5

Director of Counseling Services and Director of Curriculum, Articulation, and Student Achievement

- Foster a holistic student development and community engagement model

Years 2–3

Director of Counseling Services and Principals

Pillar 2. Personnel

Goal: To establish and foster a workforce committed to student success, characterized by high performance, data-informed decision-making, and continuous growth, fostered through proactive recruitment and comprehensive professional development.

Action Plan:

Initiatives, Timeline, and Oversight

- Annually identify 3-5 high-leverage instructional priorities based on student data, curriculum needs, and emerging educational trends

Year 1–5

Director of Curriculum, Articulation, and Student Achievement and Principals

- Enhance staff recognition and appreciation practices

Year 2–4

Principals and Superintendent

- Optimize and fortify our existing collaborative planning structures to empower staff with the tools and instructional practices needed to deliver a rigorous curriculum

Years 1–5

Professional Development Committee; Director of Curriculum, Articulation, and Student Achievement; Principals

Pillar 3. Fiscal Management

Goal: To ensure fiscal sustainability through the evaluation of current expenditures and resource allocation to support and enhance student programs and maintain and improve facilities.

Action Plan:

Initiatives, Timeline, and Oversight

- Develop and implement a comprehensive financial dashboard and annual report

Year 1–2

School Business Administrator

- Conduct a district-wide program and operational cost-benefit analysis

Years 2–5

School Business Administrator

- Identify a staff member to oversee grant acquisitions and partnership development

Years 1

Superintendent

Pillar 4. Operations

Goal: To optimize programs and infrastructure to support student success and operational efficiency.

Action Plan:

Initiatives, Timeline, and Oversight

- Complete a comprehensive facilities and program modernization assessment

Years 1–2

Business Administrator

- Develop a holistic student well-being and engagement framework

Year 2–3

Director of Counseling Services

- Develop and implement an advanced safety and emergency preparedness system

Years 2–5

Business Administrator; Supervisor of School Safety; Director of Technology

Pillar 5. Governance

Goal: To foster transparency, accountability, and stakeholder engagement through effective communication and policy.



Action Plan:

Initiatives, Timeline, and Oversight

- Complete an annual, in-depth review of the Board of Education's governance practices and the progress of the current strategic plan.

Years 1-5

Superintendent

- Develop and implement a multi-platform communication strategy

Years 2–3

Communications Coordinator; Director of Technology

- Systematically review and modernize board policies and administrative procedures

Years 1–5

Board President; Superintendent

Conclusion

The North Hunterdon-Voorhees Regional High School District enters this strategic planning cycle with a steadfast commitment to excellence, equity, and innovation. This five-year strategic plan centers around the New Jersey Department of Education's quality accountability domains of Instruction and Program, Personnel, Fiscal Management, Operations, and Governance, and provides a clear, actionable pathway for continuous improvement and student success. At the strategic plan's core is a belief in the transformative power of data-driven instruction, the necessity of in-depth student engagement, and the critical role of professional learning and fiscal responsibility in sustaining high-quality education.

The successful implementation of this strategic plan depends not only on the robustness of its goals and initiatives but also on the collective commitment of the entire educational community. The active involvement of all stakeholders is not a supplementary component; it is a fundamental driver of the plan's success. By cultivating a culture of transparency, collaboration, and shared accountability, we ensure that the plan remains responsive to the evolving needs of our students and community.

Equally essential is the oversight and leadership provided by the Board of Education and central administration. Their role in monitoring progress, strategically allocating resources, and upholding the vision articulated herein will be paramount. Through scheduled evaluations, performance reviews, and public reporting, they will ensure that this plan is not a static document, but a living, evolving blueprint for institutional excellence that is the North Hunterdon-Voorhees Regional High School District.

In summary, this strategic plan is more than just a roadmap. It is a promise and affirmation to every learner and stakeholder in the North Hunterdon-Voorhees community that the district team will continue to provide an enhanced learning environment that is dynamic, inclusive, and forward-thinking. With aligned leadership, engaged stakeholders, and evidence-based action, we will advance toward a future where every student thrives.

Overall, **Navigating Tomorrow: A United North Hunterdon-Voorhees Strategic Path Forward** is the product of rigorous analysis and authentic inquiry. It honors both the voices "behind the numbers" and the patterns within the data, resulting in a blueprint that is as human-centered as it is analytically sound. It is not merely a plan for improvement, but a collective vision for transformation, designed for and with the North Hunterdon-Voorhees educational community.

Prepared with purpose. Guided by data. United in mission.