



# Creating a Strategic Plan for the Manasquan Public School District

## Mission Statement

The Manasquan School District, empowers all students by providing a safe, healthy, and inclusive environment where continual growth, perseverance, and rigorous academic standards are balanced with extensive extra-curricular opportunities and rich tradition through partnership with the community.

## Session 1

### Identifying Strengths & Challenges of the Manasquan Public School District

On March 5, 2025, Manasquan Public School District administrators, Board of Education members, staff, parents, students, and community members, thirty-six in all (36) in all, came together to initiate strategic planning. The meeting began with a welcome and introduction by Mr. Robert Goodall, Superintendent. Robert Goodall and his administrative team presented the current “State of the Schools” report. Mary Ann Friedman and Tim Teehan from New Jersey School Boards Association (NJSBA) were introduced and explained the strategic planning process.

We reviewed the consensus process utilized in strategic planning. The topic for the evening focused on identifying district strengths and challenges. Participants gathered in randomly assigned groups, ten groups in all, and engaged in brainstorming the district’s strengths and challenges. After group discussion, each group identified their consensus points, “Top 10” strengths and challenges. Each group reported their outcomes to the larger group. The large group then identified “Common Themes” that had occurred throughout the small group outcomes.

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district website to share the group work during the strategic planning process.

## Small Group Consensus: Strengths, Achievements & Challenges

### Group #1:

Strengths	Challenges
Course offerings for students to pursue their interests	Keeping students “in-district”
Extra-curricular offerings – Middle & High school	Resources to meet all students’ changing needs
Small class sizes	Continued community involvement
Teacher availability – Extra help, Learning labs, community lunch, ESL, counselors	Students balancing classes and extra-curriculars
Community support of the tradition of success	Proper and productive use of cell phones in schools – not losing sight of interpersonal skills
Student climate – culture of being yourself	
“Crossing Broad Street” – peer to peer, “One Warrior”, shared staff	

### Group #2:

Strengths	Challenges
Many course offerings	Pushing culture of continuous growth
Excellent facilities	Smaller social pool
Updated technology & support	Lack of content specific leadership
Commitment to improving curriculum & instruction	Difficulty providing content specific professional development
Strong community involvement	Balance of technology limits and use
Robust student life	Challenging “tradition” versus status quo
Social/emotional supports	Preparing for changing enrollment
Collaborative administration with sending districts	Parking
Low staff turnover high commitment to school	Flexibility of scheduling
Data driven decisions	Awareness of inclusive practices and needs

### Group #3:

Strengths	Challenges
Athletics & Arts programs	Declining enrollment
AP classes	SAT prep
Academies (6)	Freshman workload
Quality of lunch	Student Council involvement
Unit lunch	Cell phone use
Schedule	Losses due to COVID (academic and social)
School culture	Student mental health
	Parent information for technology & platforms

**Group #4:**

<b>Strengths</b>	<b>Challenges</b>
Athletics (MHS)	200 Wing repaint (MHS)
Pride (MHS & MES)	Scheduling conflicts with AP & electives (MHS)
MES lower – student-teacher relationships	Helpful to know about academics earlier & career readiness - as a freshman (MHS)
Community	Middle school small faculty (MES)
Expanded arts opportunities (MHS & MES)	Lower elementary Try It Clubs offered 3 <sup>rd</sup> – 6 <sup>th</sup>
Variety of academic offerings (MHS)	Lower numbers can be difficult with social & emotional – cliques (MES middle school)
Open communication	Can add learning lunches (MES middle school)
Close ties with teacher	Food offerings can improve (MES & MHS)
What it means to be a Warrior in MES & MHS	Low parent involvement (MHS & MES)
SEL – Mindfulness/Yoga – Kids appreciate movement & how to manage emotions (♥ Ms. Harmony!)	

**Group #5:**

<b>Strengths</b>	<b>Challenges</b>
Programs & academics	Morning drop-off & parking
Geometry in 8 <sup>th</sup> grade	Army camp for sports
Dedicated teachers	Media Center gets too crowded
Good community & community involvement	Bathrooms are dirty/crowded
So many clubs & groups	Student involvement
Very supportive environment	Teacher favoritism
Open community lunch	Some students feel they have no voice/don't feel connected in the school
Technology	Academic integrity (ChatGPT)
Available technology help	
Students get into good colleges	
Feels safe in school	

**Group #6:**

<b>Strengths</b>	<b>Challenges</b>
Transition from 8 <sup>th</sup> – 9 <sup>th</sup> grade	Getting to know your way around the building
Common area spaces to interact with others	Lack of lights on the football field
Programs + extra-curricular activities	More opportunities for sending-district students to meet
AP course variety	Enrollment
Use of technology (Canvas)	Attendance
Creative classes/activity opportunities	Schedule ability
Accessible staff members	More opportunities for course advancement (in summer)
Students	Participation in high school athletics for middle schoolers coming into high school
Opportunity for summer classes	
Drop & Rotate schedule	

**Group #7:**

<b>Strengths</b>	<b>Challenges</b>
Variety of activities with which to get involved	Social dynamics small school → large school integrating students across sending districts
Academic offerings are appropriately challenging	Intro to Canvas prior to HS
Elem → Middle and 8 <sup>th</sup> → 9 <sup>th</sup> transitions	Variation in support level/content from different sending districts
Availability of extra help/support	Content in HS courses can vary by teacher
Drop/rotate schedule	Consistency in feedback on assessment performance
Elem curriculum	Training for Special Ed Teachers in HS (ICR)
SEL in elementary	
Center for Learning and Independence (CLI)	

**Group #8:**

<b>Strengths</b>	<b>Challenges</b>
Athletics	HS lunch prices
Student choice – electives, arts, academics, athletics	Traffic flow/parking
AP performance	Subgroup performance on testing
MS ELA performance	Test performance compared to similar districts (MES/MHS)
Levels of achievement – GT, Honors, ELA	Balancing cost of class sizes
Club offerings	Lack of active learning
Class size	
Safety	

**Group #9:**

<b>Strengths</b>	<b>Challenges</b>
Community and culture	Learning loss and social development from COVID
Academies @ HS	ENROLLMENT
Facilities	Competition for students
Special Ed services	AI
Counseling services	Enhancing science offerings at ES (Biology?)
Campus environment – collaborate with sending district students	Vocational instruction offerings at the HS
Athletics	Maintaining top level security
Extra-Curricular offerings	Social media and smart phones
Teachers / Admin PD opportunities	AP test scores
Pre-K Elem/Middle School/HS ease of collaboration and mentoring younger students	PD for all content areas

**Group #10:**

<b>Strengths</b>	<b>Challenges</b>
Course selections	Clarity in student pathways
Partnership between parents and school	Communication with parents about various programs
Facilities upgrades	Personalized Professional Development
Collaboration amongst staff	College Prep
CLI (Center for Learning Independence) & Academy programs	AI and its use in the classroom
Technology	More clarity on college credit opportunities
Athletics & Arts programs	More academy info
Unit lunch & extra help and enrichment	Study skills
Community involvement	

**2025 Manasquan Public School District Strategic Planning Meeting #1 Outcomes**

Following each group reporting out their consensus points, the large group identified the following **common themes**:

<b>Common Themes - Strengths</b>	<b>Common Themes - Challenges</b>
Course offerings	Enrollment
Community involvement	AI career/jobs impact
Student culture/life	AI education impact
Facilities	Traffic/parking/flow
Technology	Cell phones
Teachers	Social media
Safety & security	Including sending districts
Schedule	Content area professional development
Athletics	Lunch/cookies/prices
8th-9 <sup>th</sup> grade transitions	8th-9 <sup>th</sup> grade transitions
Academics	8 <sup>th</sup> -9 <sup>th</sup> grade transition information so they are better prepared for what is to come and applies to sending districts, too
AP courses	Size of middle school – staff & students
Academy/CLI program	Lack of participation
Warrior pride	Earlier knowledge of high school pathways
Technology help and speed of help	Conflicting course offerings
Understanding teachers	Implementation/utilization of special education services and in-class support
Expansion of preschool	Expansion of preschool
Renovations of facilities	Learning loss from Covid
	Crowded lunch times – everywhere
	Pushing culture for continuous growth
	Classrooms – aesthetics and type of active learning, interactions/hands-on STEM activities
	Balance on/off screen time/phones
	1-1 how often use laptops daily
	Attendance
	Introduce student to science

**The second strategic planning session is scheduled for:**

**Tuesday, March 25, 2025, at 6:00 pm**

**Sign-in begins at 5:45 pm.**

**High School Media Center**

Meetings #2 and #3 are scheduled for 1.5 hours. Meetings start and end promptly.

During the March 25<sup>th</sup> meeting, participants will create a shared vision together for the future of the Manasquan Public School District . . . we will talk about our aspirations and expectations for our students and school district.

Please join us. Bring a friend! Everyone is welcome! We look forward to seeing you!

**Please RSVP using the *form on the district website.***