

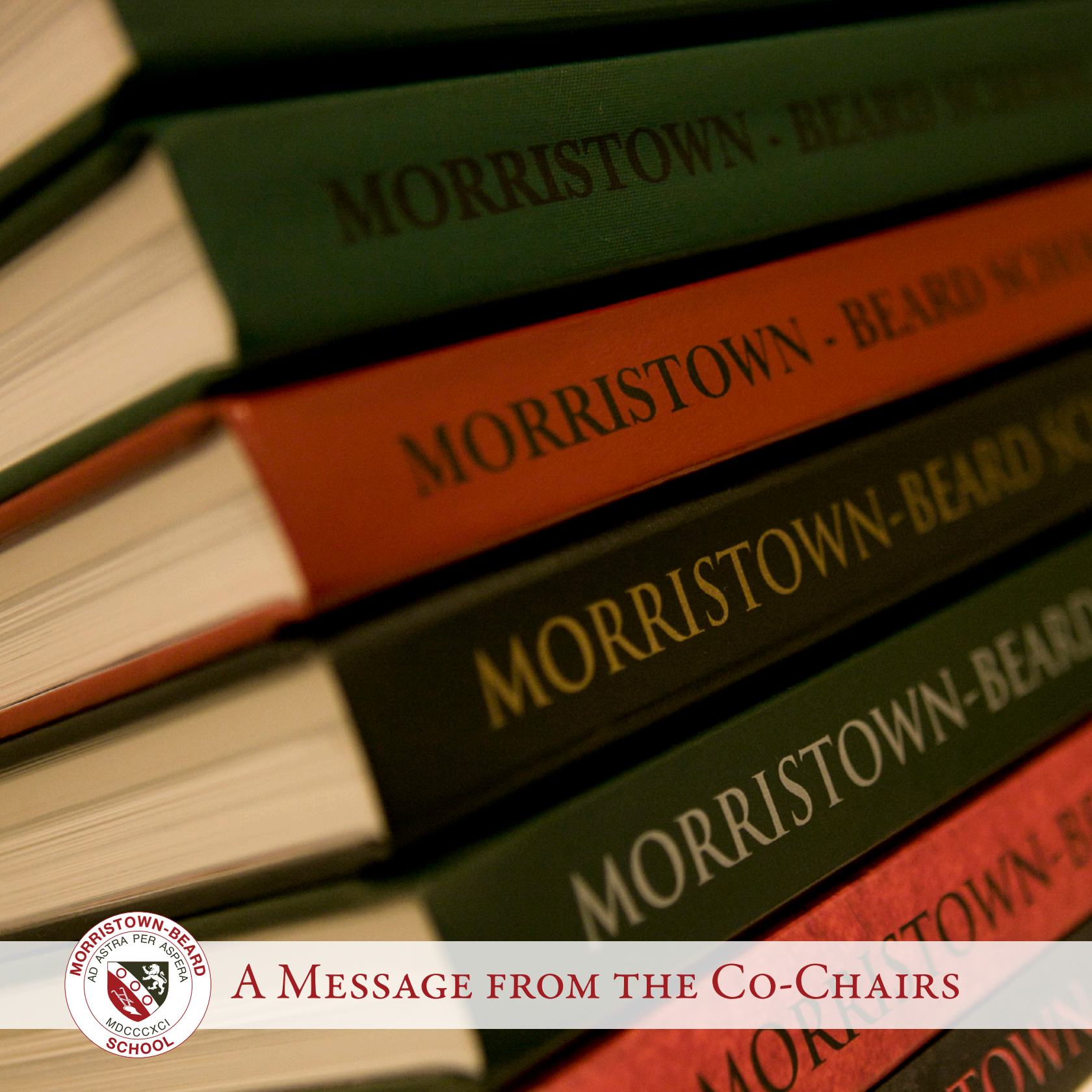


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2015 - 2020

# STRATEGIC PLAN

FINAL REPORT



## A MESSAGE FROM THE CO-CHAIRS

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## A MESSAGE FROM THE CO-CHAIRS

It is with great enthusiasm that we present the 2015-2020 Morristown-Beard School Strategic Plan. On behalf of the entire Strategic Planning Steering Committee, we would like to thank all participants for their time and dedication in the development of the MBS Strategic Plan. In the end, it was the dedicated effort of the entire School community—faculty, staff, alumni, parents, students and Board members—that made this important planning process a success.

The information gathered over the past year—including data from surveys, focus groups, strategy sessions, in-house self-studies and a two-day retreat led by our strategic plan consultants—provided invaluable insight in the creation of our new Mission Statement and the five specific strategic objectives of the 2015-2020 MBS Strategic Plan.

On May 5, 2015, the Morristown-Beard School Board of Trustees approved the final plan that will guide our School for the next five years.

This ambitious new plan focuses on ensuring that all MBS students have the opportunity to pursue the best educational experience to be had, and that they continue to learn in an engaging, stimulating and collaborative environment—one that powerfully prepares them for learning and for life.

We feel privileged to have co-chaired this process, and are appreciative of the critical feedback and creative contributions from our entire School community. We look forward to seeing the implementation of this collective effort unfold over the next five years.

Respectfully,



John F. Fay, P '11, '14 and '20  
Strategic Planning Co-Chair  
Trustee



Judy Taggart, P '10 and '13  
Strategic Planning Co-Chair  
Trustee

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# Mission Statement

## MISSION STATEMENT

Within a culture of support and collaboration, Morristown-Beard School students discover and develop their individual pathways to academic success and personal fulfillment while becoming enlightened, morally responsible citizens of the world.



## ACADEMIC PROGRAM

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## I. ACADEMIC PROGRAM

Objective: Over the next five years Morristown-Beard School will facilitate efforts to empower students to take ownership of their education.

### *Implementation:*

Ensure that the 21st Century skills described in the School's Curricular Philosophy, with rigorous standards, are promoted in all areas of the curriculum

Allow and encourage students to embrace appropriate risk taking as an essential component of learning and a way to develop resilience

Create opportunities to foster student curiosity toward and knowledge of other communities and diverse ways of living and thinking

Strengthen the School's commitment to student self-advocacy

Encourage students to collaborate effectively across all dimensions of campus life

Actively assist the development of student awareness and skill in balancing academic responsibilities with personal commitments and interests

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# TECHNOLOGY IN THE CLASSROOM AND THE COMMUNITY

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## II. TECHNOLOGY IN THE CLASSROOM AND THE COMMUNITY

Objective: Over the next five years Morristown-Beard School will intentionally and purposefully weave appropriate technology into the fabric of the community.

### *Implementation:*

Establish a strategic vision and necessary structures to manage evolving technological innovations and resources

Apply systems thinking as an analytic tool throughout the community and curriculum

Develop an integrated computer science program

Promote technological innovation through collaboration, leadership and intellectual risk-taking

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DIVERSITY AND INCLUSION

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### III. DIVERSITY AND INCLUSION

Objective: Over the next five years MBS will act decisively to champion all aspects of diversity and inclusion in our community.

*Implementation:*

Define diversity for the MBS community

Broaden our recruitment and retention efforts of students and faculty/staff who enrich and diversify our community

Analyze the curriculum and advisory program for all grades with attention to diverse perspectives

Prepare faculty to understand the role of diverse perspectives in what they teach and how students learn

Increase student, parent and alumni involvement in the life of the School and our outreach in the community

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## FACILITIES AND SAFETY

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## IV. FACILITIES AND SAFETY

Objective: Over the next five years MBS will strive to build a campus that advances the School's goals and promotes environmental sustainability.

### *Implementation:*

Provide a safe and secure campus that includes a solution for long-term parking as well as drop-off and pick-up

Build a math and science facility that supports the newly emerging math and science curriculum and promotes sustainable practices

Increase awareness and the practice of environmental sustainability within the School community and beyond

Complete renovation of the athletics facility and space analysis of the dining hall and existing science area

Investigate acquisition of off-site facilities to address campus constraints

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# MARKETING AND COMMUNICATION

SAVE THE DATE

for the  
Morristown-Beard School  
ALUMNI REUNION

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## V. MARKETING AND COMMUNICATION

Objective: Over the next five years MBS will proactively market and communicate the innovative ways it prepares students for learning and for life.

### *Implementation:*

Boldly invest and commit resources to build the infrastructure required to promote the MBS brand

Clearly and consistently position and message MBS

Implement an ambitious internal and external communication plan utilizing all existing and emerging vehicles

Actively engage the School community as MBS ambassadors

Build and strengthen external relationships to promote MBS

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# CURRICULAR PHILOSOPHY

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## CURRICULAR PHILOSOPHY

The Morristown-Beard School curriculum emphasizes critical thinking, problem solving, independent thought, and intellectual risk taking. It supports cross-disciplinary connections and a holistic view of knowledge. It encourages integration of habits of intentional speaking and writing so that students may develop and articulate their ideas. The curriculum is process-oriented, and teachers' assessment of student work reflects the means by which a student creates and learns in addition to final product. The curriculum at Morristown-Beard School esteems the qualitative as well as quantitative dimensions of learning and supports students' making connections to other areas of intellectual thought and the larger world.

We embrace the following principles to guide teachers in the deployment of their craft:

**CRITICAL THINKING** focuses on the way a student reasons and approaches a problem or situation; the process is of more importance than the particular subject area in which the thinking is instantiated.

**RISK-TAKING** is encouraged. The reward structure of an educational setting should recognize this as a valid learning modality, even when an investigation does not proceed as expected. Appropriate follow-up should be encouraged. Play or a sense of fun is a key component in nurturing appropriate intellectual risk-taking.

**WRITING** is a means of thinking and developing thoughts, not just a way to record pre-existing ideas. Analytic and reflective writing should not be the exclusive domain of the traditional text-based disciplines, but should be actively encouraged across the curriculum.

**ASSESSMENT** of student learning and thinking is driven by educational objectives. It is not limited to in-class test-taking, but may take many forms. Assessments attempt wherever

possible to engage higher-order cognitive functions. They should themselves contain a learning component going beyond the mere recycling of information.

**CONNECTIONS** can be made across disciplines, more so as students mature. This includes reflections among common or connected subject areas, common approaches to solving problems, and deep-seated principles.

**HOMEWORK** should be germane to the educational objectives of a course and not exceed what is needed to achieve those objectives.

**PROFESSIONAL AWARENESS** of basic theories and modalities of learning is expected of all MBS teachers, along with understanding of the fundamental questions that drive educational research. Teachers should model the behavior of risk-taking and critical thinking expected of their students.

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## OUR VALUES

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## OUR VALUES

While every communication, every decision, every action taken by an institution speaks to the values it either openly or tacitly embraces, it is particularly important for an educational institution to be as clear as possible about its vision for School culture, both academically and socially. At Morristown-Beard School, we continue to honor our longstanding Core Values (respect, responsibility, integrity, courage, compassion), and hereby incorporate them into a more expansive, updated statement of our ethical and social vision.

The bedrock of our academic program is to provide a foundation in the Liberal Arts. Our most fundamental goal is to help train and guide our students so that they may ultimately contribute to making the world a better place, and we believe that all members of the MBS community should cultivate a life guided by moral principles, among them:

**EMPATHY** is the ability to understand deeply or even to experience the emotional state of another person. Knowing, and caring, about how others feel is a powerful force in creating positive interactions.

**COOPERATION** is not emphasized as much in society at large as competition is, yet cooperation is far more instrumental in driving human progress and in creating healthy social environments than is generally recognized.

**HUMILITY** implies a willingness to see oneself as part of a larger, shared endeavor, and to be able to subordinate, where necessary, our individual roles in the service of a more inclusive vision.

**AWARENESS OF DIVERSE PERSPECTIVES** enhances all aspects of learning and social experience. Research shows clearly that the more students are able to encounter and

understand other points of view, the more deeply engaged they are, both academically and socially.

**INDEPENDENCE OF MIND** allows us to resist trendy or conformist thinking, and forces us as individuals to examine critically our decisions and assumptions so that we develop a consistent and coherent philosophy of living.

**CONNECTEDNESS** grows directly out of diversity as a foundational value of MBS. Understanding our commonalities is essential to developing the idea of global citizenship to which the School is committed.

**HUMOR** is a central aspect of the resilience required to meet the inevitable challenges we encounter not only in school, but also in life. At MBS, we value the ability not to take ourselves overly seriously, even when we are engaged in the most serious of endeavors.

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