



## Creating a Strategic Plan for the

### Morris School District

### Meeting 2 Outcomes Tuesday, October 15, 2024

#### **Mission Statement**

*It is the mission of the Morris School District to empower each student to ascend academically, socially, and emotionally by providing equal access to continuous opportunities for achieving academic excellence, developing meaningful relationships, and becoming future ready.*

#### **Meeting 2 - Developing a Vision for the Morris School District in the Next Five Years**

On October 15, 2024, Morris School District students, administrators, staff, Board members, parents, community members, and partners came together to continue the strategic planning process. This second evening's topic focused on an ideal future for the Morris School District five years from now.

The meeting was officially opened, and welcoming remarks were made by board president Katie Cole. Dr. Anne Mucci, Superintendent, shared where to find the Strategic Planning information and outcomes on the district's website. The work of the small groups was introduced by Charlene Peterson from the New Jersey School Boards Association.

We envisioned the calendar pages moving forward to the year 2030. The Morris School District is being honored for its outstanding work in advancing student achievement. Participants were asked to give a speech to the state's top educators. What warranted such high recognition – what programs / services / curriculum / student outcomes / best practices / facilities would we expect to see in the district that are succeeding? To stimulate the visioning process, participants watched a video that made them think about the future that we are preparing our students for and what skills are needed for future success.

Participants then gathered in 13 blended stakeholder groups to brainstorm their visions of how the district achieved this remarkable success. The groups were asked to identify up to their top 10 visionary ideas for the district's success in the year 2030, and to give their speech a title. Highlights of the small groups were shared with all meeting participants and the full outcomes will be posted on the district's website. The meeting was adjourned by the Board of Education.

**The next strategic planning session is scheduled for:** Wednesday, October 30. The final meeting will involve writing goal statements using the input from the first two meetings. Everyone is welcome, even if it is your first time joining us.



## Work of the Small Groups:

(There are some group numbers missing due to a consolidation of tables)

### Group #1 – The future of our kids

<b>VISIONS – YEAR 2030</b>
Parent Information Sessions
Social, emotional opportunities (after school)
Provide assistance to multiple languages
By the beginning of 3rd Grade, all students have mastered the foundation reading skills to prepare them for comprehension in all content areas

### Group #2 – Morris moving forward

<b>VISIONS – YEAR 2030</b>	<b>VISIONS – YEAR 2030</b>
Top teacher recruitment, incentives and training	Continue to maintain our extra-curricular programs provided
Staffing that supports all learners; all hands on deck	Classroom environment (what it looks like): Fosters awareness collaborative/respect Flexible seating
Life skills - ready for the real world: Start “em” young - K-12 Executive functioning Social emotional learning	Robust second language program (younger grades)
Balanced tech use-thoughtful AI integration	
Interest driven class selection (more student choice)	

### Group #3 – You can’t build a house without a strong foundation

<b>VISIONS – YEAR 2030</b>	<b>VISIONS – YEAR 2030</b>
Foundational support K-5 (increased staffing)	Civics injected into curriculum
Targeted teaching	FMS/MHS more connection with elementary schools on programming, opportunities, partnerships
Rely less on state testing to allow for creative day to day teaching	Major infrastructure upgrades-take out bond to enhance infrastructure across the entire district
Desirable top tier teachers	
Increase partnerships with community organizations (ie: universities and/or businesses)	

### Group #5 – Integrated life pathways

VISIONS – YEAR 2030
Earlier full integration of all multilingual students beginning in Kindergarten
New block for “Life Pathways” (includes: college/SAT readiness, internship/mentoring, modern financial literacy)
“Individualized approach” to learning: tailored to individual needs-go into AP’s with eyes wide open Redefining the academic core requirements (without losing the humanities)
Community based projects (ie: group service project, community garden, career expo night/mentoring programs)
Free block for study halls all year

### Group #6 – Enabling scholars for life

VISIONS – YEAR 2030	VISIONS – YEAR 2030
Teaching life skills (college, career prep, etc.)	Sports, arts and music as critical aspects
Better lunch program (healthier, free, sustainability)	Celebrating being LGBTQ+
Adult professional lectures and connections	
Flexible curricular to adjust student needs	
Demonstrate leadership in technology and ahead of what is happening	
Upgrading infrastructure (outdoors, buildings, sports centers)	

### Group #7 – Raising good humans/global citizens prepared for the modern world

VISIONS – YEAR 2030	VISIONS – YEAR 2030
Bilingual students -all students learn a second language	Partnerships within the community for internships/service learning
No more teen mental health crisis	Multiple field trips every year
Every kid feels connected to school	Students understand future jobs, skills needed and growing job sectors
Students can interact face to face	Project based learning/service learning - Dive deep into topics that students choose to be interested in
Successful technology policy-responsible vs irresponsible tech use - media literate studies	Kind/empathy - start teaching at a young age
Students prepared to be independent	More recess to practice social skills, build independence and team work and move bodies
Counseling that guides students to many kinds of success	Literate students - can read to learn and enjoy reading

Counseling that guides students to many kinds of success	Students have school pride
Understand how to apply skills to the real world	Room for every student - A/C in every room, space for sharing work/flexible space
Civically minded	Service learning - more interaction in classroom (comfortable interacting)
Media literate	Fully staffed, happy teachers, recruit and retain top quality talent at any level
Modern facilities - new bathrooms	Comfortable public speaking

### Group #9 - Preserve, revitalize and revolutionize

VISIONS – YEAR 2030	VISIONS – YEAR 2030
Modern facilities: <ul style="list-style-type: none"> <li>● Energy efficiency, (renewable energy, geothermal)</li> <li>● Green roof</li> <li>● Modular construction</li> <li>● Maintain character</li> </ul>	Awareness: <ul style="list-style-type: none"> <li>● National science fair</li> <li>● Debate</li> <li>● Model U.N.</li> <li>● Vocational routes (trades)</li> <li>● Non-traditional education opportunities</li> </ul>
Community: <ul style="list-style-type: none"> <li>● Industry partnerships</li> <li>● Streamline booster club (501C3)</li> <li>● Language immersion-Spanish</li> </ul>	Play: <ul style="list-style-type: none"> <li>● Recess</li> <li>● Lunch time greater than 20 minutes</li> <li>● Space</li> </ul>
Inclusion: <ul style="list-style-type: none"> <li>● IEP</li> <li>● Language</li> <li>● Culture</li> </ul>	

### Group #10 - A pathway for every student

VISIONS – YEAR 2030	VISIONS – YEAR 2030
All families feel meaningfully included and aware of opportunities for their kids	District facilities are updated and conducive to learning (or are in process toward that level)
Curriculum that incorporates real world experiences and opportunities	Kids are receiving intentional support in the development of effective coping skills/tools
Opportunities come from district, community and corporate/business partners	District teams/functions fully acknowledge and attend to the needs and makeup of the community as it changes
Meaningful paths of interests exist for all students when they graduate	We have erased the discrepancy between achievement (of all types) of all subgroups

**Group #11 - Practical preparedness through community connectivity and cross pollination**

<b>VISIONS – YEAR 2030</b>		<b>VISIONS – YEAR 2030</b>	
Practical applications: <ul style="list-style-type: none"> <li>• Internship opportunities beginning in MS</li> <li>• Integrating the community commerce, peer to peer and alumni</li> <li>• Better supported after school programs</li> </ul>		Research other models: <ul style="list-style-type: none"> <li>• Visit other school districts</li> <li>• Private schools</li> </ul>	
Student mentoring: <ul style="list-style-type: none"> <li>• Big brother/Big sister program, language buddies</li> <li>• Teaching disciplines-older students teaching/supporting younger students (ie.: technology, grade level support)</li> </ul>		Language development: <ul style="list-style-type: none"> <li>• Start at Pre-K-up with a dual language program</li> <li>• Goal 100% - Student body bilingual</li> </ul>	
Concept of the upward spiral through: curriculum and lessons building outward towards an integrated robust understanding			

**Group #12 - Morristown forward**

<b>VISIONS – YEAR 2030</b>	
Project based learning (Grades 3-12) (with resources)	
Universal district brandings - fight song, logo, mascot, etc.	
Earlier integration of world language and culture	
Internal/external resource connectivity ( HS, Community and Beyond)	
Information distribution - leader - enhanced PR and brand	

**Group #13 - Where technology creates an inclusive, equitable and sustainable learning environments and nurtures the whole student**

<b>VISIONS – YEAR 2030</b>		<b>VISIONS – YEAR 2030</b>	
Increased opportunities for hands on counseling and training for non-college board and trade careers/students. Messaging to support a vision of “success”		District has the ability and resources to identify/support “talented” students beyond traditional “academic” criteria (ie.: performing arts, technical/mechanical, etc.)	
Focus on sustainability in facilities and grounds		Staff are developed/considered as district’s biggest asset in building the future generation: they are prepared, well-paid, motivated and highly regarded	
Equal and inclusive opportunity for all students/abilities/interests			

Curriculum prepares students for future workforce that recognizes the prevalence and utility/potential of AI, including building their soft skills	
Students are connected to community through hands on applications and service/volunteering at all ages	

**Group #14-All are welcome here**  
**Diverse education with diverse student body**

<b>VISIONS – YEAR 2030</b>	<b>VISIONS – YEAR 2030</b>
Skilled communicators	More inter-class mentorship/lesson planning (ie: PGC)
Award winning arts program	More opportunities across ages for leadership building:
Record breaking athletics	More alumni participation, mentorship
More applied learning/project based learning	Community partnerships for exposure opportunities-internships senior year/teacher assistantships (ie.: every Friday leaving early to volunteer in local community)
More life skills (taxes, investing, mortgage)	Highlights: <ul style="list-style-type: none"> <li>● Multiage opportunities (ie: mentoring, volunteering)</li> <li>● Interdisciplinary learning experiences/learning through exploration</li> <li>● Learning through free play/unstructured breaks</li> <li>● Providing students opportunities</li> <li>● Stronger EQ skill set (empaths, strong communicators, community contributors, better people)</li> <li>● Open learning spaces and flexible scheduling, education is not happening in silos</li> <li>● Established access to resources to promote equity and diversity</li> <li>● Supporting different learning styles-incorporating movement (applied universal design)</li> </ul>

	<ul style="list-style-type: none"> <li>• Developed executive functioning life skills (managing time, financial literacy, organizational skills)</li> <li>• Exposure opportunities (alumni engagement, business partnerships)</li> <li>• Leveraging technology as a tool for creation, using assistive technology</li> </ul>
Lifelong learning skills (being able to research/be an independent)	
Empaths: <ul style="list-style-type: none"> <li>• social emotional well-being-seeing how you can make the world better</li> <li>• Optimism, persistence, conscientiousness - your actions have impact</li> </ul>	
Alternative options past graduation (vocational opportunities)	
Bridging resources (connecting with English language learners)	
Updated learning spaces: Welcoming, different furniture options, open classroom model, moving away from siloed learning Moving away from siloed learning. More flexible learning: mentors, apprenticeships, seeing students as problem solvers/creators and teachers as guides/facilitators	
Leveraging technology as a tool for creation, not just accessing information	
Multi model/multi sensory classroom environments that difference learners can interact with	
Independent studies to pursue passions and interests	
Early opportunities (exposure opportunities as early as 8th grade)	
Inter-elementary club organizations (volunteering)	
Leveraging technology as a tool for creation, using assistive technology	

Making more room for free play/some way for an unstructured break	
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**Group #16 – The best is yet to come**

<b>VISIONS – YEAR 2030</b>	<b>VISIONS – YEAR 2030</b>
Create a passion for life long learners	Village approach to parenting: Positive parent supports
Interpersonal skills that adapt to age/development of students-listening and speaking skills	Community partnerships with specific action plans for each stakeholder
Integrated experiences (diverse)	Building upgrades (air conditioning, outdoor learning climate adaptations built in, using sustainable materials-vegetation, solar panels) central meeting place for community connections
Student leadership and voice	Corporate sponsorships
Expand Pre-school in district classrooms and/or shared experiences	Real-life experiences for our students in town (internships, service learning, mentors, career exploration)
Adapt to technology, teach healthy relationships	