



Morris Hills Regional District

GOALS 2020



Overview of Morris Hills Regional District Goals 2020

Morris Hills Regional District is in its third round of successful ten-year strategic planning. Each round began with a process of outreach and collaboration by teachers, support staff, administrators, students and community members to identify and articulate common goals for the decade. After the district goals were adopted by the Board of Education, Goal Committees – one for each goal – were created. Each Goal Committee developed an action plan outlining what needs to be done to achieve the respective goal. The Goals 2020 Steering Committee coordinated the action plans into the Morris Hills Regional District Goals 2020 Strategic Plan. It serves as a grounded, long-term compass and provides a clear, ever-developing framework for our successful school district to continue to meet emerging challenges for our communities in this age of technology and globalization. Feedback through an on-line survey of the school and greater communities regarding the district's mission and vision was compiled into the Morris Hills Regional District Mission and Vision Statements.

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MORRIS HILLS REGIONAL DISTRICT MISSION STATEMENT

The Morris Hills Regional District, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become life-long learners.



MORRIS HILLS REGIONAL DISTRICT VISION STATEMENT

We, as professional, caring educators will:

- ***foster critical thinking, problem-solving and 21st Century skills.***
- ***nurture dynamic and creative minds.***
- ***facilitate productive habits of mind***
- ***celebrate the importance of diversity through the appreciation, respect, and compassion for others.***
- ***practice a diverse, relevant, and comprehensive curriculum.***
- ***provide resources for the efficient integration of technology into the curriculum.***
- ***cultivate effective communication skills relevant to a 21st Century world.***
- ***achieve rigorous and transferable educational goals in a challenging learning community.***
- ***extend valuable attributes, including self-discipline, team work, and confidence, through the athletic and extra-curricular lens.***

Morris Hills Regional District Goals 2020

Curriculum and Instruction

Morris Hills Regional District will develop a personalized learning experience through a comprehensive and diverse curriculum that empowers all students to become meaningful contributors to a global society through innovative instructional practices and authentic measures for assessing understanding.

Professional Development

Morris Hills Regional District will promote and facilitate standards-based professional development that is relevant to all stakeholders and responds to emerging needs. Targeted areas include, but are not limited to, developing effective teaching skills that meet the specific needs of all learners, infusing technology throughout instruction and infrastructure, fostering collegial relationships that advance learning communities, and providing the appropriate resources to empower life-long learners.

Community and Security

Morris Hills Regional District will encourage a relationship between the district and community that incorporates parental, student, and community involvement to promote mutual support for instructional and volunteer endeavors. Within this learning community, the district will provide an environment that is physically and emotionally secure.

Integrity and Ethics

The Morris Hills Regional District will empower the entire community to respect and celebrate the diverse strengths and experiences of each individual in the global community through civic service and an appreciation of various perspectives with an emphasis on personal integrity, ethical responsibility, team-building, persistence, and accountability.

Technology & Globalization

Morris Hills Regional District will provide resources for efficient integration of technology into its schools and curriculum through economically and environmentally responsible means while connecting to the global community and facilitating intercultural collaboration.

Fiscal Responsibility and Infrastructure

Morris Hills Regional District will appropriately and responsibly allocate fiscal resources to provide all students with an effective learning environment. The district will seek alternative funding, share resources and services, and pursue viable opportunities to reduce the tax burden on the district's residents without compromising the quality of education.

MORRIS HILLS REGIONAL DISTRICT GOALS 2020

STRATEGIC PLANNING GUIDE

GOAL #: 1
Curriculum & Instruction

UNDERSTANDING # 1: (Focus: comprehensive and diverse curriculum)

A comprehensive program of study ensures all students participate in and learn a rigorous curriculum that promotes genuine transfer of knowledge, skills, and understandings as delineated in the standards in preparation for an increasing globalized world and 21st century careers.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
1.1.1	An open line of communication exists among the teachers, administrators, & sending districts.	<ul style="list-style-type: none"> Provide opportunities for teachers & supervisors to articulate about curricular issues that arise at both schools. Improve articulation with all sending districts so students are better prepared when they enter both high schools by increasing the frequency of meetings and setting clear, achievable goals for each school year. Extend the Teacher Exchange Program started by the Math Department and piggybacked by the English Department to all disciplines. Invite sending districts to participate in In-Service Days, Department Meetings, and Professional Development opportunities. Foster consistency between teacher/class grading policies. 	Building Administrators District Directors Supervisors Sending District Administrators Overseen by Assistant Superintendent Participating Teachers SDSC	Articulation Meetings/Final Reports Contact Lists Teacher Exchange invitation/letter confirmation Professional Development Offerings Board Policies	Ongoing Ongoing September 2011 Ongoing September 2012	Ongoing ↓ Ongoing September 2011 Ongoing September 2012	Articulation Minutes Clearer progression of curriculum and preparedness of students Teacher Exchange Feedback Attendance at In-services, department meetings, and professional development workshops Streamlined grading policies
1.1.2	Students are exposed to alternative, non-traditional, and distant learning opportunities to meet curricular requirements.	Investigate alternative, non-traditional, and distance learning opportunities that can be accessed from the district for all students toward completion of the high school curriculum. Research the following for possible implementation: <ul style="list-style-type: none"> AP courses currently not available in the district Online courses for college credit Increased involvement and support 	C & I Committee Technology Department Guidance	Research in schools currently offering online courses Contacts @ AVID and Seton Hall Professional Development Training	September 2013 September 2013 September 2015	Ongoing ↓ Ongoing	Addition of the classes to curriculum Student Enrollment Success rate of students enrolled Affect of online courses for homebound students

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		<p>of faculty in students' pursuit of subjects of interest through the Gifted and Talented Program & independent study.</p> <ul style="list-style-type: none"> • The AVID program <ul style="list-style-type: none"> ✓ The AVID program teaches the students how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. • Project Acceleration <ul style="list-style-type: none"> ✓ Project Acceleration, a program within the College of Arts and Sciences at Seton Hall University, has allowed high school students in New Jersey and New York to get a head start on their university careers. Over the course of their high school career, students can earn up to 22 credits from Seton Hall University for approved courses taken in their secondary schools. • Investigate accelerated program for graduation. • Develop online lessons for students incorporating distance learning technology for both supplementary classroom instruction and homebound instruction. • Utilize Skype or equivalent for educational experiences between schools and sending districts. • Provide continued support for and evaluation of the IB and Magnet programs. • Increase awareness of opportunities for students in the Adult High School program. 			September 2011		
					September 2014		
					September 2012		
					September 2013		
					September 2015		
					September 2013		
					Ongoing		
					Ongoing		

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1.1.3	Students are effective communicators and experienced public speakers in various forums	<p>Monitor and assess the growth of communication skills among students and create opportunities for students to gain experience and become comfortable with presentation techniques.</p> <ul style="list-style-type: none"> Evaluate the current curriculum and survey teachers regarding the need and the rate of infusing presentation skills in the curriculum Identify opportunities to infuse presentation skills throughout the curriculum and assess them via a universal district-wide rubric Investigate a final project/thesis requirement for seniors in which they prepare and defend a project based assessment. 	<p>C & I Team Teachers Curriculum Writers</p>	<p>District Rubrics Courses of Study</p>	<p>September 2011 September 2012 September 2013 September 2015</p>	Ongoing	<p>Evidence in Courses of Study Assessment Evidence Lesson Plans</p>
1.1.4	Courses of study are aligned to the most current standards and core courses are streamlined to reflect a logical progression of rigor throughout the years.	<ul style="list-style-type: none"> Conduct program reviews to align standards and assessment in order to form a curricular continuum for each grade level per discipline. Examine the current structure of the course of study and make recommendations for changes to the template given new standards, leveling changes, and program revisions. Continue to provide training for course of study writers through Staff Development. Investigate course of study writing teams to include teachers of the various levels of the course that come together to develop one course of study per grade level in the core disciplines. Examine and streamline the progression and rigor of the current curriculum, and make recommendations for improvement. Examine scheduling and placement issues as a result of condensing 	<p>Assistant Superintendent C & I Team Supervisors District Directors Course of study Writers Staff Development Steering Committee</p>	<p>Time to Collaborate and conduct Program Review Current Department of Ed updates and initiatives Training</p>	<p>September 2012 Ongoing September 2011 September 2012 Ongoing September 2011</p>	<p>Ongoing ↓</p>	<p>Program Review Completed Curriculum Maps Approved Courses of Study by Board of Ed Workshop evaluations Fewer schedule changes in September</p>

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		<p>levels and investigate creating a level matrix to define Resource, Inclusion, CPA, CPB, HONORS, AP, & IB. This will assist teachers, counselors, and parents with course recommendations.</p> <ul style="list-style-type: none"> • Ensure that courses are well-aligned to challenging academic standards and that course expectations are consistent through the course of study revision process. • Provide teachers with extended professional development to help integrate new instructional methods with new assessment practices. 			Ongoing		
					Ongoing		
1.1.5	Curriculum and instruction fosters a sense of civic responsibility for our nation and the global community.	<ul style="list-style-type: none"> • Incorporate collaborative activities in the classroom. • Develop links between extra-curricular activities and written curriculum. • Set initiatives to draw student participation in the community. 	<p>Teachers</p> <p>Activity Advisors</p>	<p>In-services</p> <p>Articulation</p>	<p>September 2011</p> <p>September 2013</p> <p>September 2012</p>	Ongoing ↓	<p>Level of Participation</p> <p>Feedback of Advisors/Students</p>
1.1.6	A comprehensive and diverse curriculum supports the interdisciplinary opportunities in the elective areas.	<ul style="list-style-type: none"> • Teachers of core courses and electives collaborate to establish links between disciplines. • Continue to support and encourage lesson study through the staff development program. • Investigate cross-curricular team teaching exercises and activities. 	<p>Teachers</p> <p>Department Supervisors</p>	<p>Curriculum Maps</p> <p>In-Services</p> <p>Articulation</p>	<p>September 2012</p> <p>September 2011</p> <p>September 2012</p>	Ongoing ↓	<p>Increase in cross-curricular activities and opportunities for students</p> <p>Development of a common curricular language among teachers and students that transfer through disciplines</p> <p>Lesson Study observations and results</p> <p>Walkthroughs and classroom observations</p>

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STRATEGIC PLANNING GUIDE

GOAL #: 1
Curriculum & Instruction

UNDERSTANDING # 2: (Focus: designing authentic assessments)

Authentic assessment shapes curriculum and instruction that fosters the transfer of knowledge and skills and leads to the attainment of enduring understanding(s) through critical thinking and participation in long-term, performance assessment projects grounded in real-world goals.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
1.2.1	Assessment incorporates a variety of assessment tools that foster the transfer of knowledge and skills across units of study and disciplines.	<ul style="list-style-type: none"> Provide appropriate professional development in innovative and authentic means of assessment. Devote time to interdisciplinary collaboration for the creation of linked assessments similar to the current Academy Freshman and American Studies Programs. 	Assistant Superintendent SDSC C & I Team District Directors Supervisors	Continue to budget Professional Development Opportunities In-services	September 2011 September 2013	Ongoing ↓	Participation in Staff Development Offerings Attendance at In-services
1.2.2	Assessments support the framework for Understanding by Design and the enduring understandings and core content standards addressed in the courses of study.	<ul style="list-style-type: none"> Evaluate the final exam process and develop a model for assessment that supports the backward design process and focuses on the application of 21st century skills. Departments collaborate to discuss advantages and disadvantages of mid-term, final and quarterly exams. Departments collaborate and determine frequency for major assessments and the best assessment method according to discipline, creating a comprehensive assessment system. Structure a collaborative/teamed approach to writing assessments and courses of study. By truly beginning with the end in mind, the final assessment will guide the structure of the course of study. 	Assistant Superintendent C & I Team Building Administrators District Directors \ Supervisors Consulting Teachers SDSC Teachers	Final Exam In-services Department Meetings Staff Development Workshop Offerings on UbD approach Funds for Presenters	September 2011 Ongoing ↓	Ongoing ↓	Evidence in Lesson and Unit Plans Approved Final Exams Approved Courses of Study by Board of Ed

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STRATEGIC PLANNING GUIDE

GOAL #: 1
Curriculum & Instruction

UNDERSTANDING #3 : (Focus: empowering students in a global society)
Engagement in collaborative and independent experiences of a cross-cultural and inter-disciplinary nature through a technological lens empowers students to become meaningful contributors to a global society.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
1.3.1	Curriculum writing, unit plans, and teacher resources integrate cross-cultural perspectives and students gain an awareness of transferrable inter-disciplinary connections.	<ul style="list-style-type: none"> Courses of study in all disciplines will draw connections to other disciplines. Subsequently, teachers' unit plans will highlight inter-disciplinary connections Departmental supervisors and teachers will meet with members of other departments to identify inter-disciplinary connections and plan lessons accordingly. Teachers will participate in cross-cultural planning to foster understanding and appreciation of multiculturalism. 	Assistant Superintendent C & I Team District Directors Supervisors Consulting Teachers Teachers	In-service Opportunities Department Meetings	September 2011 Ongoing September 2013	Ongoing ↓	Students leave school being able to articulate that the purpose of their education is to understand the world and that English, Math, Science, Social Studies, etc. are the avenues for that. Evidence of inter-departmental planning and instruction
1.3.2	Students are offered multiple opportunities for interdisciplinary learning experiences.	<ul style="list-style-type: none"> Build upon the current American Studies model and investigate opportunities to bring experiences to both schools. Investigate opportunities for collaboration among teachers outside their discipline in order to establish connections within curricula and develop lesson plans in an interdisciplinary approach to instruction. Provide training through staff development in interdisciplinary planning and instruction. Investigate opportunities for more work with writing across the curriculum, possibly through Lesson 	Assistant Superintendent C & I Team District Directors Supervisors Consulting Teachers SDSC	American Studies Model Investigate opportunities for Team Teaching In-service Opportunities Staff Development Offerings Character Education Training Lesson Studies (Writing Across the curriculum)	September 2013 September 2012 September 2012 September 2012	Ongoing ↓	Courses of Study Evidence in Lesson Plans Addition of classes with Interdisciplinary Instruction Participation in Character Ed training by staff Increase in common planning opportunities

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		<p>Study, to foster the transfer of all types of writing skills to all disciplines (For example: English teachers in partnership with teachers of other disciplines in a team-teaching writers workshop in the classroom)</p> <ul style="list-style-type: none"> • Infuse Character Education grounded in 21st Century Skills across the curriculum: <ul style="list-style-type: none"> ✓ Extend character education training to all staff members in all disciplines through Staff Development offerings. ✓ Teachers include character education grounded in 21st century skills in their daily lesson plans 		Funds for Presenters	September 2012		Lesson Study observations and outcomes
1.3.3	School technology supports communication and collaboration among students in school and across the globe.	<ul style="list-style-type: none"> • Purchase digital books, at least one per course in addition to increasing the e-book collection in the library. • Continue to purchase technologies that will enhance learning • Pilot an E-Reader program. • Create opportunities via the Internet including but not limited to: social networking for educational means, virtual field trips, e-pals, cross-cultural and interdisciplinary internet exchange, Skype etc... 	<p>C & I Team</p> <p>District Directors</p> <p>Supervisors</p> <p>Supervisor of Technology Services</p>	<p>Budget for Technology to support this program</p> <p>Purchase of E-readers and Digital Books</p> <p>Survey to determine success of program</p>	<p>September 2014</p> <p>Ongoing</p> <p>September 2011</p> <p>September 2012</p>	<p>Ongoing</p> <p>↓</p>	<p>Data from survey of participants in E-Reader Program</p> <p>Evidence in Lesson and Unit Plans</p>
1.3.4	Group projects are authentic and emphasize positive-interdependence, communication, and conflict resolution grounded in real-world applications.	<ul style="list-style-type: none"> • Provide staff development workshops on effective cooperative and collaborative grouping. • Infuse technology that can be used to improve communication and collaboration: internet conferences, distance learning, social networks, collaborative electronic docs.(i.e. Google docs). • Develop assessments that measure students' ability to work collaboratively. • Develop relationships and partnerships 	<p>A committee for the development of pilot projects</p> <p>SDSC</p>	<p>The purchase of technology and software to support such projects</p> <p>Human resources – people to look into types of technology and projects</p>	<p>September 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p>	<p>Evidence of interdisciplinary projects that involve communication and collaboration with schools</p> <p>Students become proficient in the use of software and technology</p>

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		with other schools, community venues, and businesses to work toward developing projects and matching resources.					
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STRATEGIC PLANNING GUIDE

GOAL #: 1
Curriculum & Instruction

UNDERSTANDING # 4: (Focus: improving instruction)

Effective instruction assigns purpose to every task and promotes critical thinking in the development of essential concepts and skills that deepen understanding while motivating students to become lifelong learners through a differentiated curriculum that engages all students in making connections between prior knowledge and new discovery without compromising the desired results.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
1.4.1	Critical thinking is fostered through the development of essential concepts and skills in the classroom.	<ul style="list-style-type: none"> Provide workshops through Staff Development that focus on strategies for enhancing critical thinking and teaching for understanding by focusing our attention on high-yield teaching practices including: <ul style="list-style-type: none"> ✓ Increasing student motivation through formative assessment ✓ Increasing learning through effective instruction ✓ Focusing on essential content ✓ Encouraging positive behavior Increase “coaching” opportunities that focus on content development and instructional strategies used to enhance student learning and achievement. Set up an exchange program within the district for new teachers to observe master teachers who embrace teaching for understanding within each discipline Create professional learning communities the foster critical thinking skills. 	Assistant Superintendent C & I Team District Directors Building Administrators SDSC Teachers	In-service Opportunities Staff Development Workshop Offerings	Ongoing January 2012 September 2012 September 2012	Ongoing ↓	Teacher Observations evidencing focus on wide variety of strategies to enhance critical thinking Lesson Plans Feedback from Teacher Exchange Program
1.4.2	Resources of an instructional and technological nature that promote innovative methods of	<ul style="list-style-type: none"> Develop an electronic professional library that includes a bank of best practices, lessons, and materials. Utilize YouTube lessons to enhance learning. 	SDSC Supervisor of Technology Services	Staff Development Workshop Offerings Access to YouTube	September 2011 September 2012	Ongoing ↓	Development of Electronic Library Staff Development Workshop

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	instruction across the curriculum are available for teachers.	<ul style="list-style-type: none"> Continue to offer staff development workshops that help teachers infuse technology into their daily lessons Utilize handheld devices, social networking and web hosting according to best practices as learning tools in the classroom. 	Business Dept Consulting Teachers	Budget for Technology	Ongoing 2012		Attendance Utilization of handheld devices, etc.
1.4.3	Emerging trends and approaches to instruction and teaching for transfer are implemented and modeled in the classroom.	<ul style="list-style-type: none"> Create staff development opportunities in open inquiry, effective questioning techniques & teaching for understanding in order to effectively deliver the curriculum. Revise curriculum in a way that promotes teaching for understanding and authentic assessment practices. Encourage teachers to create diverse unit planning options that include practices in differentiating instruction. Provide training in Marzano's nine strategies for Classroom Instruction that Works and apply them in instructional practice. Revise district curriculum utilizing the framework for Understanding by Design, paying particular attention to how assessment is tied to instruction as well as the NJCCC and Common Core Standards. Structure a collaborative/team approach to writing curriculum. 	Assistant Superintendent C & I Team District Directors Supervisors SDSC	Staff Development Workshop Offerings In-service Opportunities NJ CCC and Common Core Standards	September 2012 Ongoing ↓	Ongoing ↓	Revised Courses of Study Attendance at workshop offerings Lesson and Unit Plans Teacher Observations
1.4.4	Power Walkthroughs drive professional development initiatives for delivering the most effective methods of instruction.	<ul style="list-style-type: none"> Gather and store data electronically. Analyze results to determine professional development needs. Communicate needs to teaching staff and staff development steering committee. Run workshops based on the identified needs. 	Assistant Superintendent District Directors Building Administrators SDSC	Data gathered at walkthroughs Workshop Offerings	September 2011 September 2011 Ongoing Ongoing	Ongoing	Attendance at Workshop Offerings Classroom Observations

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1.4.5	Staff is highly trained in emerging trends in improving instruction.	<ul style="list-style-type: none"> • Sponsor attendance at regional, state and national workshops/seminars related to Understanding by Design, teaching for transfer and overall improvement of instructional practices. • Staff is professionally trained in UbD by a leader in the field. • Continue to send IB and Magnet teachers for appropriate training. • Investigate ways to align the Foundations Program with the new observation template to illustrate more of what supervisors are looking for in the classroom with regard to instruction. 	<p>Assistant Superintendent</p> <p>SDSC</p> <p>Building Administrators</p> <p>District Directors</p>	Continue to provide funds for attendance at workshops	<p>September 2011</p> <p>September 2013</p> <p>Ongoing</p> <p>September 2011</p>	<p>Ongoing</p> <p>↓</p>	<p>Attendance at Conferences/ Training</p> <p>Classroom observations and walkthrough data</p>
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STRATEGIC PLANNING GUIDE

GOAL #: 1
Curriculum & Instruction

UNDERSTANDING # 5: (Focus: creating personalized learning experiences)
Personalized learning for high school students stems from a commitment to recognizing diversity with a learning community and leads to the creation of relevant student-centered opportunities that encourage students to investigate different pathways to achieving the same goal and personalize their work in a way that will allow them to be most successful.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
1.5.1	Collegial relationships are strengthened through the development of professional learning communities.	<ul style="list-style-type: none"> Foster the creation of professional learning communities where teachers can identify curricular issues and develop solutions for improved student performance. Encourage collaboration between teachers. Investigate interdisciplinary links and foster collaboration and coordination among teachers in different disciplines. Facilitate time for mentors and mentees to work together. Continue to facilitate informal discussion on current issues, trends, and best practices. Provide time for departments in each building to meet and share teaching strategies, lesson plans, and other resources through in-service and staff development days. Foster collegiality when creating courses of study and assessments. 	Assistant Superintendent C & I Team Building Administrators District Directors SDSC	Classroom instruments, textbooks, online resources, staff development courses	September 2012 Ongoing 2011 ↓ 2011 2011 Ongoing Ongoing September 2011	Ongoing	Feedback from members of PLC Committee Mentor Training Workshop In-Service Opportunities
1.5.2	Personalized learning for high school students focuses on student-centered goals.	<ul style="list-style-type: none"> Gifted & Talented Program and independent study projects include opportunities for staff involvement beyond the mentor/student relationship. Reinstate and promote the advantages of the Shadow Program 	Assistant Superintendent GT Coordinator Teachers	Independent Study Projects	Ongoing September 2012	Ongoing	Assessment of Projects Feedback from Students/Staff

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		through Guidance.	Guidance Counselors				
1.5.3	The freshman's transition to high school is supported through a personalized learning community	<ul style="list-style-type: none"> • Invite teachers who teach freshman to attend Freshman Orientation. The teachers would be in the classrooms when freshman are touring the building. Freshman can then be introduced to the teachers during the tour. • Facilitate brown bag lunches with freshman regarding time management and study skills at the beginning of the year. • Develop a workshop for freshman teachers (two-sessions: October and April/May) to discuss issues and classroom management strategies. • Provide training for teachers of freshman in study skills to teach students in their classes. • Investigate student to student opportunities (i.e. big brother, big sister program) • Develop a committee to investigate the need for a freshman workshop 	Building Administrators SDSC Teachers of Freshmen	Freshmen Orientation Staff Development Workshop Offerings	September 2013 September 2013 2015 2013 2012 2013	Ongoing	Feedback from Teachers Student Input Workshop Evaluation Rubric Evidence of additional support for freshman

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STRATEGIC PLANNING GUIDE

GOAL #: 2 PROFESSIONAL DEVELOPMENT

UNDERSTANDING #1: A 21st century education addresses a rapidly changing world filled with new problems as well as exciting new possibilities. Therefore, regularly evaluating the emerging needs of all stakeholders to provide professional development is key to success.

Task #	Desired Results	Actions	Persons Responsible	Resources	Start Date	Completion Date	Evidence of Success
2.1.1	Determine needs of all stakeholders.	<ul style="list-style-type: none"> Identify a list of stakeholders. Develop survey instruments that will statistically determine professional development needs using online surveys. Survey teachers to determine strategies tools needed for the classroom Survey paraprofessionals to determine their professional development needs. 	<ul style="list-style-type: none"> *SDSC and *LPDC 	<ul style="list-style-type: none"> Zoomerang or equivalent account specifically for professional development use. 	Spring 2012	Ongoing	<p>The data from the surveys</p> <p>% of completion</p>
2.1.2	Implement emerging trends in education and technology	<ul style="list-style-type: none"> Keep abreast with changes in schools' demographics and technologies. Continue research to find new ideas. Review professional literature for a sense of direction in educational practices statistically showing significant gains in learning. Analyze emerging trends and determine if they would work at Morris Hills Regional District. Support Departmental Program Reviews. Encourage use of student surveys to gather data regarding curriculum and instructional needs. Utilize DYOD program to facilitate Program Reviews. 	Asst. Superintendent	<ul style="list-style-type: none"> ASCD membership National Staff Development Council membership ISTE membership Attendance at PD Conferences and seminars. 	September 2011	Ongoing	Up-to-date best practices.

*SDSC = Staff Development Steering Committee LPDC = Local Professional Development Committee

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STRATEGIC PLANNING GUIDE

GOAL #: 2 PROFESSIONAL DEVELOPMENT

UNDERSTANDING #2: When planning how to meet the specific needs of each learner, successful teachers contemplate how they will present a topic and have a wide variety of instructional strategies at their disposal.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
2.2.1	Teachers use a wide variety of strategies in all academic programs.	<ul style="list-style-type: none"> • Continue to provide workshops that focus on effective teaching strategies for all learning styles. This includes, but is not limited to: <ul style="list-style-type: none"> ○ Authentic Assessment ○ Multiple Intelligences ○ Differentiated Instruction ○ Learning Styles Strategies ○ Marzano's Instructional Strategies That Work • Develop a plan to monitor the use of instructional strategies that actively engage students as learners. • Develop an electronic professional library that includes lessons & materials. <ul style="list-style-type: none"> ○ Expand the use of online conferences. ○ Allow for the ability to add documents to Courses of Study. • Continue to send IB and Magnet teachers for the necessary training to promote student success in the international community. 	<ul style="list-style-type: none"> • SDSC <p>C & I Team</p> <p>SDSC Co-Chairs Supervisor of Technology Services</p> <p>Asst. Superintendent</p>	<ul style="list-style-type: none"> • Continue to budget for Staff Development. <p>Network stability and flexibility</p> <p>Cost for IB training</p> <p>Access to YouTube. Continue to Budget for Staff Development</p>	Ongoing	Ongoing	Strategies in lesson plans and courses of study.
2.2.2	Technology is infused in instruction.	<ul style="list-style-type: none"> • Utilize YouTube lessons to enhance learning. • Continue to offer in-district professional development workshops that help staff infuse technology into the curriculum. (Technology in 	SDSC and Supervisor of Technology Services		Ongoing	Ongoing	Expansion of electronic professional development library and other forums.
					September 2012	Ongoing	IB Program Evaluation
					Sept. 2012	Ongoing	Technology in Lesson Plans and Student Work

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2.2.3	Teachers collaborate to develop effective lessons and improve learning.	<p>Instruction Task Force) This includes but is not limited to:</p> <ul style="list-style-type: none"> ○ PowerPoint games and activities ○ Lessons for interactive white boards ○ Student response system in the classroom ○ Wikis, blogs, and websites <ul style="list-style-type: none"> ● Plan for and encourage participation in professional learning communities that develop collegial conversations about what works and what doesn't. ● Encourage each department to share innovations happening in their department. ● Identify each schools yearly goal(s). Develop a theme in conjunction with the goal. Share with the staff and infuse into curricular activities. ● Implement professional learning communities and include all in-class support partners. ● Continue to promote Lesson Study experiences. ● Provide professional development related to interdisciplinary connections that allow for collaboration across disciplines. 	SDSC Dept. Supervisors School Principals Dept. Supervisors SDSC	Provide PLC Resource Material and funds for after-school participation. E-board technologies E-board technologies Provide planning time. Budget for PD iTouch for data entry McRel Template	September 2010 January 2012 September 2013 September 2012 Ongoing September 2012 Ongoing	Ongoing Ongoing Ongoing Ongoing Ongoing	Final Report from PLC E-Board postings Symbolic Awareness Improved student performance Wide variety of instructional strategies are observed and documented both formally and informally.
2.2.4	Administrators conduct walkthroughs to identify professional development initiatives, best practices, and opportunities for improvement.	<ul style="list-style-type: none"> ● Use observational protocol for classroom walkthroughs. ● Gather data and store electronically. ● Analyze data to identify professional development needs. ● Communicate needs to teaching staff. ● Implement effective strategies in the classroom. 	Superintendent Administrative Staff Dept. Supervisors Teaching Staff		Ongoing	Ongoing	

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GOAL #: 2 PROFESSIONAL DEVELOPMENT

UNDERSTANDING #3: Successful technology-rich schools generate impressive results, including but not limited to improved graduation rates, enrollment in continuing education, and job placement.

Task #	Desired Results	Actions	Persons Responsible	Resources	Start Date	Completion Date	Evidence of Success
2.3.1	Utilize handheld devices, social networking, and web hosting according to best practices.	<ul style="list-style-type: none"> • Utilize hand-held devices in the classroom as a learning tool. • Create social networking channels such as Facebook, for school matters and subjects, where applicable. • Use technology to share lessons and student work. This includes but is not limited to: <ul style="list-style-type: none"> ○ Podcasts ○ Youtube ○ Wikis 	Supervisor of Technology Services	Continue to budget for technology as needed.	September 2012	Ongoing	Lesson plans
2.3.2	A common portal is used by staff for student access to grades, web sites, and assignments.	<ul style="list-style-type: none"> • Provide portal interface training: i.e.: <ul style="list-style-type: none"> ○ How to post assignments ○ How to add hyperlinks ○ How to create online tests • Continue to provide electronic gradebook training. • Utilize a portal for class work for students <ul style="list-style-type: none"> ○ Include links to blogs, podcasts, or web sites ○ Add classroom documents for students use. • Encourage a paperless classroom when feasible. 	SDSC Dept. Supervisors	Continue to budget for Edline or equivalent upgrades and web site and portal solutions. Continue to budget for Edline or equivalent solutions.	Ongoing Ongoing	Ongoing Ongoing	Teachers' Edline web pages. Teachers' Edline web pages.
2.3.3	Students and staff use current technology.	<ul style="list-style-type: none"> • Purchase digital books, at least one per course. • Continue to purchase technologies that will enhance learning. • Continue to survey staff to determine 	Dept. Supervisors/ Teachers	Upgrade technology where necessary.	Jan. 2012	Ongoing	Decrease in paper use.
2.3.3 (cont.)		<ul style="list-style-type: none"> • Purchase digital books, at least one per course. • Continue to purchase technologies that will enhance learning. • Continue to survey staff to determine 	Dept. Supervisors SDSC	Budget for purchase in 640 Account Online survey software. Staff Development	Sept. 2014 Ongoing	Ongoing Ongoing	Library of digital books Staff Development workshops.

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		<p>technology needs and sponsor brown-bag lunches to provide training in the technologies identified.</p> <ul style="list-style-type: none"> • Continue to offer in-district professional development workshops that teach staff how to operate and maintain hardware and software. (Computer Utilization for Everyone Task Force) • Continue to offer in-district professional development workshops that teach staff how to infuse technology into the curriculum (Technology in Instruction Task Force) • Provide training for staff in the use of adaptive/assistive technology devices. • Extend the hours of the library or multipurpose lab open for use by staff and students. • Continue to join ISTE (International Society for Technology in Education) • Continue to purchase district-wide site licenses for software commonly used by staff and students. 		<p>budget.</p>			
2.3.4	<p>Administrators, teachers, and support staff use technology effectively for management tasks.</p>	<ul style="list-style-type: none"> • Continue to provide staff in-service program regarding the operation of the student and administration management system. • Continue to provide professional development to support staff and administrators regarding the operation of work place software. • IEPs are secure and can be found electronically for teacher reference. 	<p>SDSC/Academic Support Teacher District Director of English/ Supervisor of Tech. Services Supervisor of Tech. Services Supervisor of Tech. Services</p> <p>SDSC Supervisor of Tech. Services</p>	<p>Required devices. Budget for Supervision Annual Dues Budget for Software Budget for Management System Budget for Staff Development</p>	<p>Ongoing Sept. 2013 Ongoing Ongoing Ongoing</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing</p>	<p>Use of Adaptive Technology Use of Labs/Library Turnkey info. from webinars attended. Software upgrades. Use of administrative system and software</p>
2.3.5	<p>The staff is highly educated in the area of technology.</p>	<ul style="list-style-type: none"> • Sponsor attendance at regional, state, and national workshops/seminars related to technology. • Support continuing education at the graduate level related to technology 	<p>Dept. Supervisors Superintendent</p>	<p>School Budget</p>	<p>Ongoing Ongoing</p>	<p>Ongoing Ongoing</p>	<p>Post Conference Report School Board and State Reports</p>

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2.3.6	Students and staff have access to online training.	<p>and the integration of technology into the curriculum.</p> <ul style="list-style-type: none"> • Commend degrees and certifications earned by staff members. • Develop online lessons using distance learning technologies. <ul style="list-style-type: none"> ○ Supplement classroom learning. ○ Lessons for Homebound Instruction • Develop online guides for staff reference regarding management software. 	<p>Superintendent</p> <p>C & I Team</p>	<p>No budget required</p> <p>Budget for Software and Hardware required</p>	<p>Ongoing</p> <p>Sept. 2015</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Personnel file; End of Year evaluation</p> <p>Distance Learning Lessons</p>
2.3.7	Parents know what technologies are used in the classroom and the districts' expectations of technology use.	<ul style="list-style-type: none"> • Continue to establish policies that promote the safe and healthy use of technology. • Communicate research and established policies to parents. • The staff communicates with parents regarding technologies used in the classroom. • Model and teach legal and ethical practices related to technology use. • Provide parental training for district communication technologies, for example: Edline 	<p>Superintendent</p> <p>Teaching Staff</p> <p>Supervisor of Technology</p>	<p>Budget for parental training</p> <p><i>(it is recommended that training be provided during back to school nights, possibly prior to the start of the 7 pm program.)</i></p>	<p>Sept. 2012</p>	<p>Ongoing</p>	<p>Increase use by parents</p>

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GOAL #: 2 PROFESSIONAL DEVELOPMENT

UNDERSTANDING #4: Professional learning communities foster collegial relationships and are a powerful staff development approach as well as a potent strategy for school change and improvement.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>	
2.4.1	Increased communication among administration and the sending district.	<ul style="list-style-type: none"> • Provide opportunities for supervisors to articulate about issues that are brought to them in each school • Improve the communication between the administrators at each school. • Improve articulation between all sending districts so students are prepared when they enter Morris Hills and Morris Knolls. 	Superintendent Asst. Superintendent	No budget required.	Ongoing	Ongoing	Minutes and Final Reports	
2.4.2	Collegial relationships are strengthened.	<ul style="list-style-type: none"> • Foster the creation of professional learning communities where teachers can identify curricular issues and develop solutions for improved student performance. <ul style="list-style-type: none"> ○ Include all In-class Support Partners. • Encourage collaboration between teachers. • Investigate interdisciplinary links and foster collaboration and coordination among teachers in different disciplines. • Facilitate time for mentors and mentees to work together. • Continue to facilitate informal discussion on current issues, trends, and best practices. • Provide time for departments in each building to meet and share teaching strategies, lesson plans, and other resources. • Foster collegiality when creating 	SDSC	Continue to budget for professional development.	Sept. 2011	Ongoing	Reports from Professional Learning Communities	
						Ongoing	Ongoing	Unit Plans
						Ongoing	Ongoing	Lesson Plans
			SDSC and Depart. Supervisors	<i>(It is recommended that time be built into the Foundations program for mentor/mentee collaboration.)</i>	Sept. 2011	Ongoing	Results of Mentor/Mentee Evaluation	
			Asst. Superintendent	Continue to adjust the school calendar to facilitate departmental communication.	Ongoing	Ongoing	Agenda/Minutes	
	Budget for Courses of Study	Sept. 2012	Ongoing	Courses of Study created by more than one person.				
		SDSC			Sept 2012	Ongoing	Freshman simulate	

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2.4.3	The Freshman's transition into high school is efficient and effective.	<p>Courses of Study and Assessments</p> <ul style="list-style-type: none"> • Develop a workshop for freshman teachers (two-sessions: October and April/May) to discuss issues and classroom management strategies. • Encourage a professional learning community for freshman teachers to collaborate and solve problems that commonly arise freshman year. 	Asst. Superintendent/ Dept. Supervisors	<p>Staff Development Budget</p> <p>Funds for afterschool participation. PLC time during the school day</p>	Sept. 2013	Ongoing	<p>easier into their high school career.</p>
2.4.4	MHRD Staff Development is a model program for other schools to emulate.	<ul style="list-style-type: none"> • Encourage opportunities for other districts to participate in our staff development program including but not limited to our sending districts. 	Asst. Superintendent	<p>No additional funds needed</p> <p><i>**Possible income source for district from Out-of-District participants</i></p>	Sept. 2014	Ongoing	<p>Attendance includes sending districts' personnel and out of district teachers.</p>

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GOAL #: 2 PROFESSIONAL DEVELOPMENT

UNDERSTANDING #5: Efficient use of time and financial resources enhances professional development and supports life-long learners.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
2.5.1	The school schedule maximizes time for professional collaboration.	<ul style="list-style-type: none"> • Coordinate schedules of teachers who are working in professional learning communities and/or interdisciplinary groups by providing common preparation time. • Coordinate lunch blocks whereby teachers in the same department can collaborate during a shared lunch. • Continue to provide a modified schedule periodically to allow district-wide departmental collegial communication and/or interdepartmental communication. <ul style="list-style-type: none"> ○ District departments participate in a Curriculum Review, or ○ District departments participate in professional development related to their content area, or ○ Focused dialog to troubleshoot problems that may arise, to name a few. 	Guidance Directors/District Supervisors and Directors Asst. Principal Superintendent	A flexible master schedule	Sept. 2012 Sept. 2011 Ongoing	Ongoing Ongoing Ongoing	PLC reports. Common curriculum and activities at both school.
2.5.2	Inter-district communication is enhanced.	<ul style="list-style-type: none"> • Improve articulation with sending districts regarding professional development by creating an articulation committee. <ul style="list-style-type: none"> ○ Provide input in the program. ○ Share program opportunities with home district. ○ Communicate efforts with 	Asst. Superintendent	No additional funds required. <i>Sub coverage for classroom teachers already provided.</i>	Sept. 2011	Ongoing	Annual Articulation Report

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2.5.3	Distance learning techniques are used for professional development.	<p>SDSC.</p> <ul style="list-style-type: none"> ○ Strongly encourage 100% participation. <ul style="list-style-type: none"> ● Provide distance learning hardware and software. ● Provide Skype training whereby teachers can <ul style="list-style-type: none"> ○ Learn how to use Skype ○ Apply Skype to content based learning. ● Utilize Skype for professional development experiences between school and sending districts. 	<p>Supervisor of Tech. Services and SDSC</p> <p>SDSC</p>	<p>Resources for hardware and software. Staff Development budget</p>	Sept. 2013	Ongoing	Distance Learning workshops
2.5.4	The district demonstrates fiscal responsibility.	<ul style="list-style-type: none"> ● Develop a consortium of neighboring and local districts to share professional development training and opportunities. ● Investigate and apply for grants available for Professional Development ● Continue to support the staff development budget and adjust it proportionately to the number of staff members. 	<p>Asst. Superintendent</p> <p>Asst. Superintendent</p> <p>Superintendent</p>	<p>Staff Development budget <i>Articulation Committee can assist with this.</i></p> <p>Planning time</p> <p>Staff Development budget</p>	<p>Sept. 2012</p> <p>Sept. 2011</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Representative participation</p> <p>Income from grants.</p> <p>Budget items.</p>

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STRATEGIC PLANNING GUIDE

GOAL #: 3
Community & Security

UNDERSTANDING #1:
Encouraging relationships that incorporate students, faculty, administrators, parents, and community members is vital to a successful and mutually supportive learning community.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
3.1.1	An increase in communication within the district and community is desirable.	<ul style="list-style-type: none"> • Utilize communication tools such as: <ul style="list-style-type: none"> ○ Messenger system ○ Websites ○ Phone service ○ Edline ○ Email ○ US mail ○ Flyers/signs ○ School cable shows ○ Community bulletin boards ○ Radio stations • Articulation with the sending districts and possible involvement in shared events such as: <ul style="list-style-type: none"> ○ Field trips ○ Staff development ○ Concerts/performances ○ Class events • Explore the use of a vehicle such as Constant Contact, which delivers a weekly virtual newsletter about school events, etc. via email. 	District and School Administration Club advisors Coaches Home & School Association Print Media Coordinators Media Service Coordinators	<ul style="list-style-type: none"> • District hardware and software • Budgeted monies • Free services such as cable TV, radio and newspapers • Articulation committees • Staff development funding and tuition from outside districts • Budgeted monies • School groups 	Sept 2011	Ongoing	Various responses to use of these communication tools Results from articulation meetings Number /frequency of events that take place over the course of specified time Attendance at events
3.1.2	An increase in community involvement in school activities is desirable.	<ul style="list-style-type: none"> • Invite community members to become more involved in the schools through: <ul style="list-style-type: none"> ○ Sponsorship of activities ○ Sponsorship of clubs (Interact, Leo, Parent boosters, etc.) ○ Contributing to scholarship funds ○ Add community segments to school cable shows, yearbooks, 	District and School Administration Club advisors Coaches Home & School Association	<ul style="list-style-type: none"> • Same as above • Donations from school and community groups • Free media outlets • Databases • Volunteers • Booster clubs 	Sept 2011	Ongoing	Amount of involvement that actually takes place by community members Frequency of attendance and inclusion in

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		<ul style="list-style-type: none"> ○ newspapers ○ Including of students in sending districts in various events ○ Career Day or other types of seminars featuring community professionals ○ Explore the feasibility of providing courtesy bussing after school and/or to and from school events to aid in increased community relations and participation. 			Sept 2013		events
3.1.3	An increase in involvement in community affairs by district students, faculty members and administrators should be encouraged.	<ul style="list-style-type: none"> ● Survey business owners and community members about how schools could be more involved in their businesses, such as with: <ul style="list-style-type: none"> ○ community service clubs, ○ community service projects ○ advertising opportunities for businesses ○ district “street team” for community beautification ○ Business involvement in sporting/performing arts 	District and School Administration Home & School Association Print Media Coordinators Media Service Coordinators Club advisors Coaches	<ul style="list-style-type: none"> ● Web survey programs ● District website ● Budgeted monies for mailings ● Flyers distributed through sending districts 	Sept 2012	Ongoing	The data from the surveys % of completion Number of events at take place over the course of time specified

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GOAL #: 3
Community & Security

UNDERSTANDING #2:
The promotion of mutual support of instruction and co-curricular activities is enhanced by an interactive team approach which fosters the development of a complete learning community and the attainment of common goals.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
3.2.1	A team of administrators and teachers to explore opportunities for resource sharing with community organizations, business, and individuals should be established.	<ul style="list-style-type: none"> Contact club advisors, coaches, parent groups, and administration. Conference with local business owners. Determine joint endeavors that would be mutually beneficial to all parties. Utilize community service activities and organizations that are already in place and expand them. Identify parent groups that may like to become more involved in the schools. Explore business sponsorships with student service component, which would aid area businesses and earn the student community service hours. Explore reciprocal relationships with area businesses. Incorporate the Shadow Program at Morris Hills and Morris Knolls. 	District and School Administration Home & School Association Print Media Coordinators Media Service Coordinators Club advisors Coaches Local business owners	<ul style="list-style-type: none"> Web surveys District websites Funding for mailings, flyers, etc. No additional funding needed	Sept 2011	Ongoing	% of results on surveys Number of endeavors that are undertaken in the allotted time Attendance at events Number of partnerships formed

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GOAL #: 3
Community & Security

UNDERSTANDING #3:
A physically and emotionally safe and secure environment is critical to the success of a supportive learning community and is essential to creating the best environment in which students can learn.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
3.3.1	A physically safe and secure environment is essential for students to learn.	<ul style="list-style-type: none"> • Continue to implement and improve current practices while updating the buildings with appropriate technology: <ul style="list-style-type: none"> ○ Cameras ○ Swipe cards ○ Monitoring ○ Drills (i.e. – bomb threat, modified lockdown, lockdown, evacuation drills) ○ Staff training on handling intruder attack ○ Project proceed ○ Visitor sign-in • Utilize services provided by local police, sheriff’s department and prosecutor’s office. • Provide training for staff as to how to handle an intruder/personal attack situation. • Provide training for staff on gang awareness. 	Supervisor of Tech. Services/ Supervisor of Building and Grounds Principals	Funds for new technology and building upgrades related to security. No additional funds needed	Sept 2011 Sept 2011	Ongoing Ongoing	Secure and safe buildings. Partnership practices.
3.3.2	An emotionally safe and secure environment is essential for students to learn.	<ul style="list-style-type: none"> • Expand Teen Leadership Council program to include seminars that address: <ul style="list-style-type: none"> ○ Student Stress ○ Depression ○ Anxiety ○ Handling Aggression 	GT Coordinator/SAC School Psychologists	No additional funds needed	Sept 2011 Sept 2011	Ongoing Ongoing	Attendance at Seminars Online resource of tools. Regular counseling

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		<ul style="list-style-type: none"> • Provide tools to limit stress and handle frustration. • Provide Group counseling for identified at-risk students. <ul style="list-style-type: none"> ○ Expand 9th Grade at-risk Mentoring Program. ○ Open “Group” to students in crisis. ○ Explore use of a program such as Cornerstone for classified/at risk students. ○ Explore extending the Flex program to better meet the needs of at-risk students. • Expand mediation practices when student conflicts are “brewing” and evident. • Provide a way for students to inform of a conflict before it escalates. • Expand the anti-bullying program to combat bullying. <ul style="list-style-type: none"> ○ Continue to support Rachel’s Challenge, Health Fair, Character Education, and cyber-bullying education. ○ Provide a way for students to communicate frustrations and fears to an adult. ○ Investigate the “Sticks and Stones” program. 	<p>School Psychologists</p> <p>Guidance Supervisors/ School Psychologist</p> <p>Asst. Principals and Student Assistant Counselor</p>	<p>Time for School Psychologist</p> <p>No additional funds needed.</p> <p>Funds to support special programs such as Rachel’s Challenge.</p>	<p>Sept 2012</p> <p>Sept 2011</p> <p>Sept 2011</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>sessions.</p> <p>Increase in the number of mediation sessions and a decrease in the number of related behavior infractions.</p> <p>Decrease in the number of bullying reports.</p>
3.3.3	For learning to take place, it is necessary to properly nourished the brain..	<ul style="list-style-type: none"> • Provide healthy food choices in the cafeteria. <ul style="list-style-type: none"> ○ Encourage a nutritional, sound diet. <ul style="list-style-type: none"> ▪ Highlight the pitfalls of an excessively fat-filled, salt, and sugar-filled diet. ▪ Publish recommended guidelines. 	Food Service Manager	No additional funds needed.	Sept 2011	Ongoing	<p>Nutritionally sound menu</p> <p>Posters and publications.</p> <p>Posters and publications.</p> <p>Students are not hungry.</p>

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		<ul style="list-style-type: none"> Encourage students to eat a healthy breakfast before coming to school. Allow access to cold, filtered water whenever necessary. Explore options in scheduling to facilitate providing time for students to eat breakfast at school, such as earlier bus pick-ups or scheduled homeroom periods. 	<p>Building Administration</p> <p>Supervisor of Building and Grounds</p>	<p>Upgrade water fountains where needed.</p>	<p>Sept 2011</p> <p>Sept 2012</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Cold, filtered water.</p>
3.3.4	To the best of the district's ability, the facilities are a healthy and germ-free environment.	<ul style="list-style-type: none"> Provide properly ventilated and temperature-controlled classrooms. Provide hand sanitizer and tissues through general supplies. Replenish when necessary. Monitor student health. Send a student home if student has a fever or is deemed contagious. 	<p>Supervisor of Building and Grounds</p> <p>Principals</p> <p>Staff/School Nurses</p>	<p>Upgrade facilities.</p> <p>Funds for supplies.</p> <p>No additional funds needed.</p>	<p>Sept 2013</p> <p>Sept 2011</p> <p>Sept 2011</p>	<p>2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Consistent temperature and ventilation throughout the school.</p> <p>Supply of tissues and hand sanitizers.</p> <p>Reduction of contagious diseases.</p>

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STRATEGIC PLANNING GUIDE

GOAL #4: Integrity/Ethics

UNDERSTANDING # 1:

Civic service can celebrate and build respect of one's diverse strengths and experiences within a global community.

Task #	Desired Results	Actions	Persons Responsible	Resources	Start Date	Completion Date	Evidence of Success
4.1.1	Staff and students participate in civic service through community service opportunities.	<ul style="list-style-type: none"> Investigate ways to promote student recognition for community service. Community service promoted and supported within sports and clubs. Provide a MHRD Community Service Day – Half Day Program. Coordinate community service opportunities within the school, for all students. 	<p>Principals</p> <p>Athletic Directors/ Coaches, VP in charge of Activities/Advisors</p> <p>Central Admin. Board of Education</p> <p>VP in charge of Activities/Advisors</p>	<p>Funds</p> <p>Bussing</p> <p>Bussing/funds for materials/equipment</p> <p>N/A</p>	<p>9/2012</p> <p>9/2012</p> <p>9/2013</p> <p>9/2012</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Process developed</p> <p>AD's monthly reports</p> <p>Day scheduled in District calendar</p> <p>Advisor reports</p>
4.1.2	Students become humanitarians through participation in organizations or activities of those organizations.	<ul style="list-style-type: none"> Continue curriculum based projects such as G&T Model Congress and GSA. Provide opportunities for students to participate in service clubs such as Interact, Key, Leo, HOPE, FOR (Friends of Rachel), Circle clubs, etc. Improve opportunities for participation in clubs/activities through alternative scheduling of all co-curricular activities, such as sports and band/chorus. 	<p>G & T Coordinator GSA and Model Congress Advisors</p> <p>School Admin. VP in charge of Activities/Advisors</p> <p>VP in charge of band/Chorus VP in charge of Clubs/Activities Athletic Directors Coaches, Band/Chorus Directors, Advisors</p>	<p>Advisor payment</p> <p>Reinstate late buses</p> <p>Communication</p>	<p>9/2011</p> <p>9/2011</p> <p>9/2011</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Advisor reports</p> <p>Advisor reports</p> <p>Student participation</p>

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STRATEGIC PLANNING GUIDE

GOAL #4: Integrity/Ethics

UNDERSTANDING # 1:

Civic service can celebrate and build respect of one's diverse strengths and experiences within a global community.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
4.1.3	Expand communication within the MHRD community to support civic service through stronger cooperative efforts.	<ul style="list-style-type: none"> • Improve communication between sports and clubs with focus on community service. • Provide and manage a bulletin board highlighting opportunities not associated with clubs or school related community service. • Design a service website with links to community service opportunities. • Investigate the use of Naviance as a tool to promote community service opportunity awareness. 	<p>Athletic Directors VP in charge of Activities/Clubs Coaches/Advisors</p> <p>Rotate between clubs/ TLC</p> <p>Web Master Web Design Class</p> <p>Guidance Directors</p>	<p>Web sites, emails</p> <p>Bulletin Board and Location – suggested lunchrooms</p> <p>Computer availability Program compatibility</p>	<p>9/2012</p> <p>9/2012</p> <p>1/2012</p> <p>1/2013</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Student Participation</p> <p>Bulletin board available</p> <p>Web site developed and available to students and community</p> <p>Students use of Naviance</p>

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STRATEGIC PLANNING GUIDE

GOAL #4: Integrity/Ethics

UNDERSTANDING # 2:

The entire educational community needs to acquire an appreciation of various perspectives through personal integrity and ethical responsibility.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
4.2.1	Members of the MHRD community gain an understanding and appreciation for multicultural diversity.	<ul style="list-style-type: none"> The diversity committee and the character education committee combine to become one. Investigate opportunities and programs within our diverse community to provide opportunities for our students to experience differing cultures. Offer “National Mix It Up Day” in both buildings. Continue sponsorship of Erase Club for Morris Hills and Multicultural Club for Morris Knolls. 	<p>Superintendent Committee Chairs</p> <p>Diversity Committee</p> <p>Erase Club – MH Multicultural Club- MK</p> <p>VP in charge of activities/Clubs</p>	<p>Scheduling of meetings</p> <p>Funds to provide programs</p> <p>Posters and materials</p> <p>Advisor payment</p>	<p>9/2011</p> <p>9/2012</p> <p>9/2011</p> <p>9/2011</p> <p>9/2011</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Meeting Scheduled</p> <p>Programs scheduled</p> <p>Scheduled</p> <p>Club meeting/advisor hired</p> <p>Events scheduled</p>
4.2.2	Members of the MHRD community gain an understanding and appreciation for others of differing abilities.	<ul style="list-style-type: none"> Continue programs bringing students of differing abilities together with a common goal, such as Lift It Up, Challenge League and Circle Club. Reinstate the helpers group for adaptive physical education classes. 	<p>Special Education Supervisor/ Teacher Staff Assistants Advisors</p> <p>Supervisor of Health and Physical Education Adaptive PE Teacher</p>	<p>Communication Facility availability</p> <p>Development of system to identify helpers and their responsibility</p>	<p>9/2011</p> <p>1/2012</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Application developed and program implemented.</p>

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GOAL #4: Integrity/Ethics

UNDERSTANDING # 2:

The entire educational community needs to acquire an appreciation of various perspectives through personal integrity and ethical responsibility.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
4.2.3	Student to student opportunities provide for an understanding of perspectives of others.	<ul style="list-style-type: none"> Continue the student mentoring program in both schools. Continue the Health Fair as a District supported program. Provide programs such as Rachel's Challenge and develop a support clubs such as Friends of Rachel (FOR) and HOPE. Continue Teen Leadership Council (Peer Listeners) and Project Lead groups in both schools. Provide freshman "workshops" to provide them an avenue to ask questions and gain further understandings of procedures at high school. Consider big brother /sister Topics: study skills, class management 	<p>SAC</p> <p>CE Task Force/VSH Committee</p> <p>C & I</p> <p>VP in charge of activities School Admin. SAC/G & T Coordinator</p> <p>Project Lead Advisor PE Supervisor District CT PE</p>	<p>Teacher/staff volunteers</p> <p>Substitutes/busing funds for materials/set up/custodial time</p> <p>Advisor payment</p> <p>Advisor payment</p> <p>Scheduling workshops</p>	<p>9/2011</p> <p>9/2011</p> <p>9/2013</p> <p>9/2011</p> <p>9/2013</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Program implementation</p> <p>Event scheduled</p> <p>Meetings scheduled</p> <p>Program implementation</p> <p>Program implementation</p>

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STRATEGIC PLANNING GUIDE

GOAL #4: Integrity/Ethics

UNDERSTANDING # 3:

Team building is an avenue to provide a common ground for all community members relying on persistence to complete tasks at hand.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
4.3.1	Tasks are completed using team work.	<ul style="list-style-type: none"> Encourage communication between schools to develop and offer activities for students combined from both Morris Hills and Morris Knolls, ie. game night, battle of the bands. Encourage like clubs in each building to coordinate community service efforts. Continue the character education program within the Physical Education curriculum. Continue to encourage character education opportunities to be infused throughout all curriculums. Offer opportunities to students to create something artistically with CE, integrity and ethic theme for the school or community, ie. Murals. Highlight “National Character Week” with activities. 	<p>Principals of both schools VP in charge of activities Advisors /SGA</p> <p>Principals of both schools VP in charge of activities/Advisors</p> <p>Principals Supervisors of Physical Education District CT of Physical Education</p> <p>Assistant Superintendent District Directors C & I Committee</p> <p>School Admin. Art Service Clubs CE Task Force</p> <p>Principals CE Task Force</p>	<p>Funds, custodial resources, facility availability</p> <p>Use of email and other forms of communication</p> <p>Curriculum Design and developed</p> <p>Development of curriculum</p> <p>Location at each school. Design developed and approved. Funding for materials, and supplies.</p> <p>Announcements Supplies</p>	<p>9/2012</p> <p>1/2012</p> <p>9/2011</p> <p>9/2011</p> <p>9/2012</p> <p>9/2011</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Events scheduled</p> <p>Activity reports</p> <p>COS</p> <p>Lesson planning/COS</p> <p>Project approved and completed</p> <p>Event Scheduled</p>

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GOAL #4: Integrity/Ethics

UNDERSTANDING # 3:

The entire educational community needs to acquire an appreciation of various perspectives through personal integrity and ethical responsibility.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
4.3.2	Physical facilities for the Character Education Program are completed and are fully implemented.	<ul style="list-style-type: none"> Expand the Morris Hills outside elements course to include outdoor climbing wall. Expand the inside elements course to include indoor climbing walls at both high schools. 	Supervisor of PE Business Administrator Supervisor of PE Business Administrator	BOE –Pending funds availability BOE –Pending funds availability	9/2016 9/2018	6/2017 2/2020	Wall built at Morris Hills Walls built

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STRATEGIC PLANNING GUIDE

GOAL #4: Integrity/Ethics

UNDERSTANDING # 4:

All stakeholders within an educational community need to be accountable for their actions or inactions to lay a foundation of effective citizenship.

Task #	Desired Results	Actions	Persons Responsible	Resources	Start Date	Completion Date	Evidence of Success
4.4.1	Members of the school community demonstrate responsible decision making.	<ul style="list-style-type: none"> Develop an "Honor" or "Integrity Code" for students including cheating, plagiarism and technology usage with consequences included. 	Assistant Superintendent to	Form a committee to develop a code. Look into bringing Professor McCabe from Rutgers University to assist with the development of an Honor Code.	5/2013	9/2014	Code adopted by BOE
		<ul style="list-style-type: none"> Develop expectations of technology use by all stakeholders. 	Assistant Superintendent District Directors C & I Committee	Form a committee to develop a usage informational sheet for all.	9/ 2012	Ongoing	Form developed
		<ul style="list-style-type: none"> Continue to highlight and encourage MHRD students to use Turn It In. com. 	Assistant Superintendent District Directors C & I Committee	Turn It In.com Program available to students and teachers	9/2011	Ongoing	Workshop offered
		<ul style="list-style-type: none"> Promote a conscientious effort by all to be "green" and provide recycling opportunities. 	Supervisor of grounds Custodial staff	Recycling company	1/2012	6/2012	Recycling products in proper containers
		<ul style="list-style-type: none"> Develop a recycling policy for MHRD in accordance with the Morris County Municipal Utilities Authority. 	Supervisor of grounds	Communication to school community	9/2012	6/2013	Policy adopted by BOE
		<ul style="list-style-type: none"> Investigate student responsibility for recycling in both buildings. 	Principals of both schools	Recycle buckets	9/2012	Ongoing	Containers
		<ul style="list-style-type: none"> Provide staff training for recycling. 	SDSC	Funds	9/2012	Ongoing	Workshop approved
		<ul style="list-style-type: none"> Investigate paperless contact with parents and community for the MHRD. 	Central Administration Principals Web Masters		9/2012	Ongoing	News for Knolls/Knight times posted on web site.

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STRATEGIC PLANNING GUIDE

GOAL #4: Integrity/Ethics

UNDERSTANDING # 4:

All stakeholders within an educational community need to be accountable for their actions or inactions to lay a foundation of effective citizenship.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
4.4.1		<ul style="list-style-type: none"> Continue to use Core Virtues and definition for Character developed within Goals 2010 Continue to provide students exposure to a wide range of organizations within the Health Fair. 	Superintendent Assistant Superintendent Supervisors of Health and Physical Education VSH committee	Highlight in District publications and messages. Substitutes/Busing Funds for materials/set up/custodial time Funds to bring in organizations that require payment.	9/2011 9/ 2011	Ongoing Ongoing	Posting in buildings such as classroom Outcomes of student involvement

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STRATEGIC PLANNING GUIDE

GOAL #: 5 TECHNOLOGY & GLOBALIZATION

UNDERSTANDING #1: (Focus: Equitable and reliable resources will be available to all stakeholders)

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
5.1.1	Reliable high speed Internet access supports web-based technologies	<ul style="list-style-type: none"> • Upgrade switches and network hardware. • Upgrade UPS' in switching closets. • Establish and follow a schedule to replace network switches and network hardware. • Evaluate Internet use and resources used during the school day. • Upgrade internet bandwidth. • Share services with schools, businesses, and municipality. • Survey staff and community members to determine needs. 			September 2011	Ongoing	<i>Network Statistics</i> <i>Stakeholder survey</i> <i>Internet Usage Statistics</i>
5.1.2	MHRD infrastructure meets 21 st Century standards	<ul style="list-style-type: none"> • Maintain computer replacement cycle. • Evaluate changes in schools' demographics, technologies, and delivery of resources. • Upgrade phone systems to support administrative and teaching functions (consider unified messaging, soft phones, voicemail, and video conferencing technologies). • Analyze emerging trends and determine if they would work at Morris Hills Regional District. • Use technology to support Departmental Program Reviews. • Encourage use of student surveys to gather data regarding curriculum and instructional needs. 			September 2012	Ongoing	<i>Surveys</i> <i>State Report</i> <i>Usage Statistics</i> <i>Reports from faculty advisory</i> <i>Budget</i>

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5.1.3	Adequate support services for staff and student technology needs are provided	<ul style="list-style-type: none"> • Fix communication within classrooms. • Every classroom should have 21st Century teaching tools readily available. Develop replacement strategies. • Assess wait and response time for technical support requests. • Analyze emerging trends and determine if they would work at MHRD. • Create a position for Technology Coach or Integration Specialist to assist staff in integrating technology. • Promote and utilize remote assistance software to correct desktop issues remotely. • Encourage advanced training for technical support members in emerging technologies. 			September 2013	Ongoing	
		<ul style="list-style-type: none"> • Assess wait and response time for technical support requests. • Analyze emerging trends and determine if they would work at MHRD. 			September 2011	Ongoing	<i>Agendas / Minutes</i>
		<ul style="list-style-type: none"> • Create a position for Technology Coach or Integration Specialist to assist staff in integrating technology. 			September 2013	Ongoing	<i>HelpDesk Tickets</i>
		<ul style="list-style-type: none"> • Promote and utilize remote assistance software to correct desktop issues remotely. 					<i>Surveys</i>
		<ul style="list-style-type: none"> • Encourage advanced training for technical support members in emerging technologies. 					<i>Post workshop reports</i>
5.1.4	Hardware and software support stakeholder's needs	<ul style="list-style-type: none"> • Provide Virtual Private Network (VPN) for staff access outside of the MHRD network. • Evaluate VPN for student access outside of MHRD. • Evaluate current software licenses and perform a needs analysis. • Review board policies concerning technology safety, responsibilities and appropriate usage for remote access. • Create loaner program for various technologies. • Review all resources and help MHRD and community access them. • Encourage and implement podcasting, video conferencing, and online courses. • Foster use of handheld devices and mobile applications. • Access software at home. 			September 2013	Ongoing	<i>Usage statistics</i> <i>Minutes and final report</i> <i>Budget items</i> <i>Loaner applications</i> <i>Board policy</i>

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5.1.5	Resources are seamless and utilized by stakeholders	<ul style="list-style-type: none"> • Create a single sign-on or portal concept so users can get to their applications quickly and without the need to remember their user ID or password for individual applications. • Use technology to promote social skills and responsibility. • Review and implement extended lab hours for stakeholders. • Offer support / training to community. • Update visual communication with students, MHRD and community. • Gather data on parental involvement with offered technology to better the use of technology. • Enhance “Back to School Night” to include parents that would like to participate from home. • Extend relationships with the community through social media, Twitter, cable network, blogs, and other forms of communication technologies. • Apply universal design principles when selecting and implementing technologies. 			September 2011	Ongoing	<i>Usage statistics</i> <i>Fliers</i> <i>Sign-in sheets</i> <i>Surveys</i> <i>Lab hours</i> <i>Website</i>
5.1.6	Student information system is used by staff, administration, students, and parents	<ul style="list-style-type: none"> • Form a committee to select and implement a student information system. • Gather data from administrative staff, faculty, parents, and students regarding essential components. • Perform a benefit and cost analysis on current system and the potential future system. • Make recommendations to CSA. Continue to provide professional development regarding the operation of the student information system. 			September 2011	Ongoing	<i>Committee Roster</i> <i>Sign-in sheet</i> <i>Analysis</i> <i>Recommendation</i> <i>Agendas</i>

MORRIS HILLS REGIONAL DISTRICT GOALS 2020

STRATEGIC PLANNING GUIDE

GOAL #: 5 TECHNOLOGY & GLOBALIZATION

UNDERSTANDING #2: (Focus: All stakeholders will be empowered to use technology efficiently and responsibly)

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
5.2.1	Determine needs of all stakeholders.	<ul style="list-style-type: none"> Identify stakeholders and various levels of need to access and to use technology. Develop comprehensive list of all technology currently available as well as emerging technologies. 					Survey Lists, Website
5.2.2	Technology will be available to all stakeholders	<ul style="list-style-type: none"> Make the whole school community an “inclusive” one in terms of technology: there is consistency among and throughout departments. Identify strategies and methods to make technology available to all. Provide opportunities for community members to use resources. 			September 2012	Ongoing	Articulation Replacement Cycle Budget Sign-up sheets
5.2.3	Access to student programs from external sources.	<ul style="list-style-type: none"> Make programs available to students so the software they use in class is available to them at home. All programs will be available in libraries and computer labs, if licenses permit. Provide loaner laptops as necessary. Permit access through student owned technologies, such as: cell phones, laptops, tablets, netbooks. 			September 2013 September 2012	Ongoing Ongoing	Usage statistics Software availability spreadsheets Student handbook Board policy

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5.2.4	Technology resources are available to stakeholders.	<ul style="list-style-type: none"> In addition to staff development workshops, offer to post documentation on First Class or other portal where FAQs or shortcuts are available. Offer “instant” help through multiple staff about troubleshooting basic utilization of software issues. 					<p>Website</p> <p>Catalog of files</p>
5.2.5	There is a reduction of consumable materials	<ul style="list-style-type: none"> Replace printed documents with searchable electronic format. Provide staff members with secure electronic access to certifications, payroll, absences, and demographic data. 			September 2011	Ongoing	<p>Website</p> <p>Usage statistics</p>
5.2.6	Staff and students are accountable and responsible users of technology	<ul style="list-style-type: none"> Promote appropriate use of technology in all academic areas. Continue to offer workshops on network etiquette and staying safe online. Implement Podcasts to promote technology do’s and don’ts. Recycle unused or obsolete equipment and consumables. Adopt minimum standards for what staff can do. 			September 2012	Ongoing	<p>Surveys</p> <p>Lesson plans</p> <p>Podcasts</p> <p>Board Minutes</p>

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GOAL # 5: Technology and Globalization

UNDERSTANDING # 3: (Focus: Students will be exposed to real-world tasks and technologies which promote global collaboration and communication)

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
5.3.1	Technology supports communication and collaboration among students in school and around the world	<ul style="list-style-type: none"> • Use Skype or other teleconferencing equipment to connect to other schools and community organizations worldwide. • Investigate collaboration opportunities available online. • Create opportunities via the Internet including, but not limited to: social networking, virtual field trips, eBoards, Wikis, blogs, and other Internet exchanges. • Provide method and equipment to share information about collaboration opportunities with staff. • Review board policy and district protocol; implement best practices. • Host eighth grade Q & A with high school students via Skype or other teleconferencing equipment. 			September 2012	Ongoing	Survey Lesson plans Unit plans
					September 2011	Ongoing	Inter-departmental planning and instruction
5.3.2	Students learn real world applications.	<ul style="list-style-type: none"> • Continue to offer education in industry standard software. • Continue to provide district site licenses for popular software tools. • Evaluate and update software regularly. 			September 2011	Ongoing	Course offerings Software license inventory Survey

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5.3.3	Students have opportunities to Intern in major corporations and businesses.	<ul style="list-style-type: none"> • Expand the shadow program • Expand the cooperative educational program. • Build upon relationships with major corporations through parents and community members 			September 2012	Ongoing	
5.3.4	Corporate partnerships allow our school district to be more cost effective.	<ul style="list-style-type: none"> • Share product purchases • Continue to share services with local school districts and businesses. 			September 2011	Ongoing	Shared services agreements
5.3.5	Teacher collaboration and inter curricular planning are an integral part of the school day.	<ul style="list-style-type: none"> • Create a unified and inclusive, fully searchable teacher portal. • Provide common preparation time for teachers. 			September 2012	Ongoing	Meeting minutes Portal usage statistics

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GOAL #: 5 TECHNOLOGY & GLOBALIZATION

UNDERSTANDING #4: Learning in the digital age requires students to apply technology skills in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities. To this end, technology will be infused in all curricular areas.

(Focus: Technology will be infused in all curricular areas)

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
5.4.1	Students demonstrate a sound understanding of technology concepts, systems, and operations.	<p>Continue to upgrade hardware and software per the District Technology Plan and industry standards.</p> <p>Investigate technology tools and applications that students would use to improve their learning, ie:</p> <ul style="list-style-type: none"> • eReader • Tablet • Small handheld devices • Corresponding apps <p>Provide technology tools and applications for use in the curricula.</p> <p>Continue the MHRD District Computer Literacy Graduation Requirement.</p> <p>Review and update the computer skills all students should know and adjust the curriculum so that the classes that satisfy the Computer Literacy Requirement address these core concepts.</p>			September 2011	Ongoing	
5.4.2	Students have an opportunity to develop marketable computer skills.	<p>Continue to offer courses in Business and Technology that teach sought after computer skills: ie:</p> <ul style="list-style-type: none"> • Microsoft Office products • Adobe products • Autodesk products 			September 2011	Ongoing	

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5.4.3	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	<p>Continue to offer professional certification where applicable.</p> <p>Investigate methods to facilitate creative thinking in the classroom. Share methods with the teaching staff.</p> <p>Highlight and publish student work where students apply existing knowledge to generate new products or processes and create original work. ie:</p> <ul style="list-style-type: none"> • Podcasts • Web sites • YouTube 			September 2012	Ongoing	
5.4.4	Students use digital media to communicate and work collaboratively to support individual learning.	<p>Provide digital tools necessary for communication and collaboration. ie:</p> <ul style="list-style-type: none"> • Skype and related hardware • Social network access • Digital cameras <p>Allow cell phone access in the classroom when the tool is used for educational purposes.</p> <p>Create and share lessons that utilize communication and collaboration technology: ie:</p> <ul style="list-style-type: none"> • Wikis • Google Docs • Epals 			September 2012	Ongoing	
5.4.5	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions.	<p>Continue to assign research based projects in classrooms. ie:</p> <ul style="list-style-type: none"> • Problem based learning • Project based learning • Inquiry based learning • Research based learning <p>Continue to use authentic assessment as a</p>			September 2011	Ongoing	

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<p>5.4.6</p>	<p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>tool to demonstrate understanding.</p> <p>Develop collaborative teams to solve problems and make informed decisions. Share teams' successes with the staff.</p> <p>Continue to provide Internet Safety instruction to students.</p> <p>Continue to publish consequences for cyber-bullying and related disciplinary issues.</p> <p>Model legal and ethical practices when using technology:</p> <ul style="list-style-type: none"> • Fair Use Copyright • Acceptable Use Policy 			<p>September 2011</p>	<p>Ongoing</p>	
<p>5.4.7</p>	<p>Teachers use technology in the classroom with ease.</p>	<p>Investigate technology tools and applications that teachers would use to improve their teaching: ie:</p> <ul style="list-style-type: none"> • Student response systems • Assistive technology • Handheld devices • Corresponding apps <p>Provide training for staff in the use of technology tools and how best to infuse the technology into the curriculum.</p> <p>Equip all classrooms with up-to-date technology tools; both stationary and portable. Provide applications for teachers to use in the classroom.</p> <p>Require basic computer skills as a condition of employment.</p>			<p>September 2013</p>	<p>Ongoing</p>	

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GOAL #: 5 TECHNOLOGY & GLOBALIZATION

UNDERSTANDING #5: (Focus: Instructional goals will be supported through parent/student/teacher/administrator communication)

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
5.5.1	Increased parent, student, teacher, and administrator familiarity with all programs and its array of functions.	<ul style="list-style-type: none"> • Provide Edline.net training, i.e.: <ul style="list-style-type: none"> ○ How to post assignments ○ How to add hyperlinks ○ How to create online tests ▪ Provide Edline.net training to parents <ul style="list-style-type: none"> ○ Invite to after school workshops ○ Back to school night 			September 2011	Ongoing	Individual Edline webpages, survey Attendance at workshop
5.5.2	Uniformed easy to navigate, user interface for efficient networking between all stakeholders, including the community	<ul style="list-style-type: none"> • Create a place where teachers, students, parents and administrators can access all necessary tools including grades, attendance, assignments, schedules, websites. • Interface must be user friendly. • Interface will allow for direct communication via chat and email features. 			September 2012	Ongoing	Measure site usage (hits), survey for usability,
5.5.3	Mobile technology best practices are utilized	<ul style="list-style-type: none"> • Utilize hand-held devices in the classroom as a learning tool. • Create social networking channels such as Facebook, for school matters and subjects, where applicable. • Use technology to share lessons and student work. This includes but is not limited to: <ul style="list-style-type: none"> ○ Podcasts ○ YouTube ○ Wikis ○ Website ○ Cable TV 			September 2013	Ongoing	Lesson Plans, usage survey Podcasts

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5.5.4	<p>Uniformed phone and intercom systems throughout the district</p> <p>Parents successfully access school's and teachers' class information and policies via a portal</p>	<ul style="list-style-type: none"> • Require uniformed phone lists in each room that directs teachers to any special codes needed to call. • Allow for outside phone calls to be made from classrooms. • Provide Voicemail to every teacher. • Virtual back to school night from home. • Various workshops that are run during the year will be made available via the Internet. • Choices of what to attend during back to school night: <ul style="list-style-type: none"> ○ Workshops on technology ○ Question and answer sessions ○ Getting parents "online" ○ Expectations 			September 2012	Ongoing	<p>Staff advisory</p> <p>Usage logs</p> <p>Website</p> <p>Attendance, surveys, parent usage</p> <p>Student, teacher, parent and community feedback / survey</p>
5.5.5	<p>Bring the outside community into our classrooms through technology</p>	<ul style="list-style-type: none"> • Establish relationships with the wealth of resources in our community. • Bring various resources to MHRD through online resources such as Skype, Google Voice, virtual field trips, etc. • Make conference calling readily available for communication between stakeholders. • Expand informational sessions using Podcasts for those who are unable to attend in person. 			September 2012	Ongoing	<p>Partnerships</p> <p>Usage statistics</p> <p>Evaluation of resources</p>

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5.5.6	Communication Practices and Etiquette are strengthened	<ul style="list-style-type: none"> • Form a committee to create district wide policy for best practices and expectations for communication among and between all stakeholders. • Internet safety and accountability for Cyber Bullying. 			September 2013	Ongoing	Board policy Websites Student handbook
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STRATEGIC PLANNING GUIDE

GOAL # 6: Fiscal Responsibility

UNDERSTANDING # 1:

Fiscal resources must be appropriately allocated in order to provide all students with an effective learning environment.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
6.1.1	Fiscal resources are appropriately allocated through the budgetary process	<ul style="list-style-type: none"> All Stakeholders have input into the budgeting process. Supervisors build their budgets. School budget is reviewed & revised at the district level. Review and evaluate budget allocations. Budget is supported by the District. 	<ul style="list-style-type: none"> District and School Administrators Consulting Teachers & Departments Fiscal Responsibility Committee 	<ul style="list-style-type: none"> Department Meetings Staff Advisory Meetings Curriculum & Instruction Meetings Board of Education Committee Meetings Booster Club Meetings Assessment of HSPA Scores PDP Plan Analysis Textbook Replacement Plan Review 	September 2011	Ongoing	<ul style="list-style-type: none"> Successful Passing of the Budget Maintenance & Extension of District Programs and Services
6.1.2	Community supports the district and the district	<ul style="list-style-type: none"> Continue to reach out to community for support. School administrators encouraged to participate in community activities, such as Rotary International. Reach out to target groups in community such as senior citizens, HSA and sports booster clubs. Continue to encourage budget support from 12th graders, alumni and local employee associations. 	<ul style="list-style-type: none"> Superintendent Board of Education Central & Building Administrators Teachers Club Advisors Coaches Fiscal Responsibility Committee 	<ul style="list-style-type: none"> Community Meetings Home & School Association Meetings at MHRD and sending districts Town Council Meetings 	September 2011	Ongoing	<ul style="list-style-type: none"> Successful Passing of the Budget Maintenance & Extension of District Programs and Services

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GOAL # 6: Fiscal Responsibility

UNDERSTANDING # 2:

Seeking alternative funding, sharing resources and services where appropriate can ease the tax burden on the community while maintaining a comprehensive curriculum, access to athletics, social and service-related activities necessary to the needs of an active and diverse student body.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
6.2.1	Alternative funding supports educational opportunities	<ul style="list-style-type: none"> Continue and expand MH/MK Foundation with support from the community. Investigate business partners to support educational activities. Continue and expand efforts to attain grants. Investigate using staff development workshop offerings as a source of income. Investigate the formation of MHRD summer youth activities programs. 	<ul style="list-style-type: none"> District & School Administrators Board of Education Teachers 	<ul style="list-style-type: none"> Local Businesses Chamber of Commerce Local Rotaries, Lions Clubs & Kiwanis Clubs MHRD Foundation 	September 2011	Ongoing	<ul style="list-style-type: none"> Successful Grant Applications Additional Revenue
6.2.2	Additional funding supports athletics	<ul style="list-style-type: none"> Foster relationships with parent booster groups. Investigate the formation of an athletic council bringing all booster clubs together for discussion on raising funds for athletic programs, by a representative from each on council. 	<ul style="list-style-type: none"> District & School Administrators Board of Education Athletic Directors 	<ul style="list-style-type: none"> Booster Clubs Local Recreation Departments District Coaches 	September 2011	Ongoing	<ul style="list-style-type: none"> Additional Revenue
6.2.3	A relationship with civic organization for the community that aids in social service related activities	<ul style="list-style-type: none"> Provide opportunities for students to participate in clubs such as Key Club, LEO Club, Interact Club and Friends of Rachael 	<ul style="list-style-type: none"> District & School Administrators Board of Education Club Advisors 	<ul style="list-style-type: none"> Volunteers Community Donations Fundraising 	September 2011	Ongoing	<ul style="list-style-type: none"> Continued and Increased Student Participation

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6.2.4	A relationships with sending districts schools to evaluate and institute shared services where applicable	<ul style="list-style-type: none"> • Continue shared services where effective. • Continue to research other opportunities. • Continue to reflect on effective and cost savings of shared services. 	<ul style="list-style-type: none"> • Superintendent • District Administrators • Supervisors 	<ul style="list-style-type: none"> • Boards of Education from Sending Districts • Local Governments 	September 2011	Ongoing	<ul style="list-style-type: none"> • Increase in Shared Services • Continued Success of Current Shared Services
6.2.5	District uses best practices to reduce fiscal burden	<ul style="list-style-type: none"> • Utilizing financially friendly technology • Identify staff, students, and community to fulfill roles in district operations. 	<ul style="list-style-type: none"> • District Administrators • Supervisors 	<ul style="list-style-type: none"> • Departmental Budgets • Grants • Business Partnerships 	September 2011	Ongoing	<ul style="list-style-type: none"> • Continued Cost Effective Increase & Maintenance of District Technology

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GOAL # 6: Fiscal Responsibility

UNDERSTANDING # 3:

Developing a long-range facility plan will provide a framework for long term budgetary needs.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
6.3.1	Physical plant meets the needs of the education process	<ul style="list-style-type: none"> All classrooms/educational areas must be examined and evaluated for effective use. Continue to bring Wi-Fi to the entire campus of both buildings. Investigate technology infrastructure and its effectiveness. Revisit the update of phone system to have all phones on 4 digit system. 	<ul style="list-style-type: none"> District Directors Building Administrators 	<ul style="list-style-type: none"> Educational Specifications Fiscal Plan Assessments District Architect 	September 2011	August 2016	<ul style="list-style-type: none"> Maintenance & Upgrade of Education Spaces Where Necessary
6.3.2	School grounds provide maximum opportunities for participation in athletics	<ul style="list-style-type: none"> Investigate cost and effectiveness of lighting of the athletic fields. Investigate cost of a turf field. Explore entering a shared services agreement with sending districts' recreation departments to install synthetic turf and site lighting on fields at both schools. Explore construction of permanent restrooms at Gifford field. Addition of handicap parking or alternate means of access for sporting events at both schools 	<ul style="list-style-type: none"> Superintendent Board of Education Business Administrator Athletic Directors Director of Facilities Building Administrators 	<ul style="list-style-type: none"> Municipal Recreation Plans District Architect Similar School Districts 	September 2011	August 2016	<ul style="list-style-type: none"> Cost Proposals Shared Service Agreements Maintenance & Upgrade of Athletic Spaces Where Necessary

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6.3.3	School grounds provide maximum opportunities for participation in student activities.	<ul style="list-style-type: none"> • Explore replacement of lighting systems in auditoriums and gyms in both schools. • Upgrade ventilation of auditoriums and gyms in both schools. • Explore replacement of sound systems of auditoriums in both schools or training for proper usage of existing sound equipment. • Explore the cost of building indoor climbing walls to expand the district's character education program • Explore the cost of building an outdoor climbing wall at Morris Hills. 	<ul style="list-style-type: none"> • Superintendent • Board of Education • Business Administrator • Athletic Directors • Director of Facilities • Building Administrators 	<ul style="list-style-type: none"> • District Architect • Similar School Districts 	September 2011	August 2016	<ul style="list-style-type: none"> • Cost Proposals
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GOAL # 6: Fiscal Responsibility

UNDERSTANDING # 4:

Actively pursuing viable opportunities to reduce the tax burden on the district residents without compromising the quality of education will increase a positive relationship between the district and the community and serve the needs of all.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
6.4.1	Opportunities exist for MHRD to build relationships with community	<ul style="list-style-type: none"> Continue programs bridging MHRD educational programs with community such as; Senior citizen dinner dance, play reviews for seniors, community school opportunities Continue service clubs related to clubs outside in community such as; Interact, Key Club and Leo Club Provide opportunities for community members to use technology resources 	<ul style="list-style-type: none"> Superintendent Board of Education Building Administrators Club Advisors 	<ul style="list-style-type: none"> Media Publicity Club Advisors and Volunteers Donations Fundraising 	September 2011	Ongoing	<ul style="list-style-type: none"> Board of Education Policy Continued & Increased Student & Community Events

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STRATEGIC PLANNING GUIDE

GOAL # 6: Fiscal Responsibility

UNDERSTANDING # 5:

Proactively assessing future technology related needs of the district and fostering positive relationship/attitudes toward new technology through district staff development will provide students with 21st century career skills.

<i>Task #</i>	<i>Desired Results</i>	<i>Actions</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Start Date</i>	<i>Completion Date</i>	<i>Evidence of Success</i>
6.5.1	Technology needs are assessed	<ul style="list-style-type: none"> Goal 5 of Goals 2020 should be supported fiscally through budgetary means. 	<ul style="list-style-type: none"> Superintendent Board of Education Business Administrator District Directors 	<ul style="list-style-type: none"> Funding Approved Budgets 	September 2011	Ongoing	<ul style="list-style-type: none"> Continued & Increased use of Technology in District Classrooms
6.5.2	Parental & community programs are supported	<ul style="list-style-type: none"> Provide funding for parental/community development workshops in support of students with 21st century career skills. 	<ul style="list-style-type: none"> Superintendent Board of Education Business Administrator District Directors 	<ul style="list-style-type: none"> Funding Approved Budgets 	September 2011	Ongoing	<ul style="list-style-type: none"> Continued & Increased Participation of Community in Development Workshops
6.5.3	Technology usage is supported through staff development	<ul style="list-style-type: none"> Offer workshops in support of new technology in the district. 	<ul style="list-style-type: none"> District Directors SDSC 	<ul style="list-style-type: none"> Funding Approved Budgets 	September 2011	Ongoing	<ul style="list-style-type: none"> Continued & Increased Participation of Staff in Development Workshops