

2018-2022 STRATEGIC PLAN



MONOMOY REGIONAL SCHOOL DISTRICT



monomoy.edu



Table of Contents

3	Monomoy Schools At a Glance
5 ...	Letter from the Superintendent
6 ...	Letter from the School Committee
7 ...	The Strategic Planning Process
9 ...	Mission Statement, Vision Statement, and Strategic Plan Overview
10 ...	Strategic Objective 1: Expand Community Engagement and Partnerships
17 ...	Strategic Objective 2: Strengthen Social and Emotional Well-Being
21 ...	Strategic Objective 3: Close the Achievement Gap
26 ...	Strategic Objective 4: Improve Curriculum, Instruction, and Assessment for All Learners
30 ...	Strategic Plan Implementation

CONTACT US

Monomoy Regional School District • Dr. Scott Carpenter, Superintendent
425 Crowell Road, 2nd Floor, Chatham, MA 02633 • phone: (508) 945-5130

Chatham Elementary School • Dr. Robin Millen, Principal
147 Depot Road, Chatham, MA 02633 • phone: (508) 945-5135

Harwich Elementary School • Mary Oldach, Principal
263 South Street, Harwich, MA 02645 • phone: (508) 430-7216

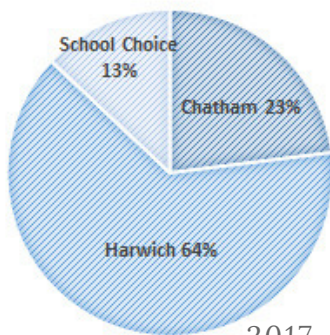
Monomoy Regional Middle School • Mark Wilson, Principal
425 Crowell Road, Chatham, MA 02633 • phone: (508) 945-5140

Monomoy Regional High School • Bill Burkhead, Principal
75 Oak Street, Harwich, MA 02645 • phone: (508) 430-7200

Monomoy Schools

At a glance

ENROLLMENT BY TOWN OF RESIDENCE



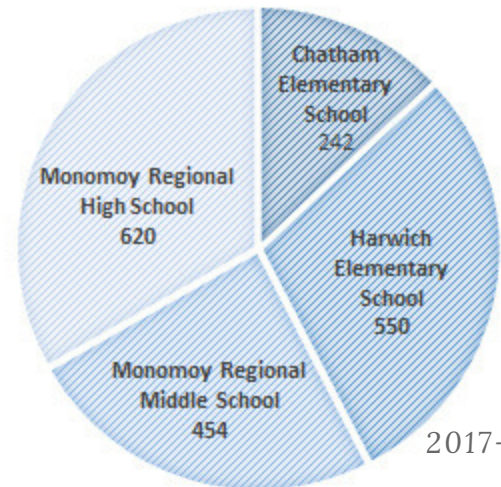
2017-2018

School Choice Towns

Students from more than 10 Cape Cod towns attend MRSD via School Choice, including Barnstable, Bourne, Brewster, Dennis, Hyannis, Orleans, Mashpee, Sagamore Beach, and Yarmouth.

Selected populations (%)	
English Language Learner	4.2
Economically Disadvantaged	27.9
Students w/Disabilities	15.7
First Language Not English	8.8
2017-2018	

ENROLLMENT BY SCHOOL



2017-2018

Four buildings serving PreK-grade 12

- Chatham Elementary School (grades PreK-4)
- Harwich Elementary School (grades PreK-4)
- Monomoy Regional Middle School (grades 5-7)
- Monomoy Regional High School (grades 8-12)

Race/Ethnicity (%)	
African American or Black	6.4
Asian	1.1
Hispanic or Latino	6.4
Multi-race, Non-Hispanic	4.9
Native American	0.6
Native Hawaiian or Pacific Islander	0.2
White	80.5
2017-2018	



1,866

students attend
Monomoy Schools

2017-2018

15.4

Average
class size
2016-2017



MRSD Goal:

Maintain programs across grade levels and educationally supportive class size guidelines of 19 ± 2 students per class at the middle & high school level and 18 ± 1 at the elementary level.

10.9 to 1

Student-Teacher
Ratio
2017-2018

Class of 2017

Graduation rate: 90.2%

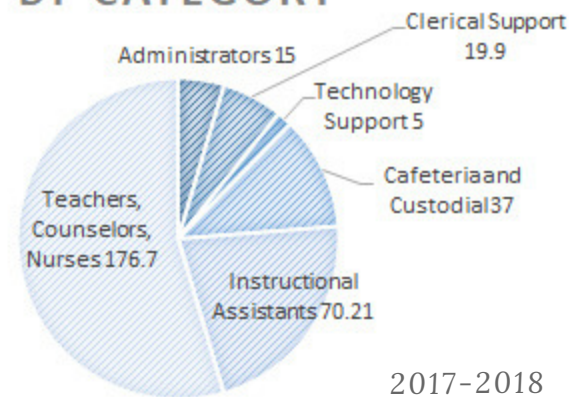
Post-graduate plans:

Attending college: 83%

Entering workforce: 10%

Military service: 4%

MRSD EMPLOYEES BY CATEGORY



2017-2018

Teacher profiles

- 96.2% of teachers evaluated as Exemplary or Proficient
- 97.7% of teachers licensed
- 96.6% of core academic classes taught by teachers with advanced degrees

2017-2018

\$17,302

Per Pupil
Expenditure
2017-2018

For comparison, Monomoy's two abutting regional public school districts have per pupil expenditures of \$17,406 and \$20,656

Letter from the Superintendent

It is my pleasure to present the Monomoy Regional School District 2018-2022 Strategic Plan. I am incredibly grateful for the time and insights shared by more than 100 parents, students, teachers, administrators, and community members who joined together on a sunny fall Saturday to take part in a Strategic Planning Focus Group that would guide the future direction of our schools. The ideas within this plan emanated from the collective feedback of this community focus group, whose input was thoughtfully reviewed by a 15-member Strategic Planning Steering Committee. I am also grateful for the dedication of the Steering Committee, which, over two months of conversation, discussion, synthesis, and collaborative planning, generated this new Strategic Plan, focused on guiding our district towards continual improvement.

What has been most impressive from my work with community members at the Strategic Plan Focus Group and with the Steering Committee, as well as my daily work in our schools, is the ever-present pride our community takes in our schools. We also know that in order to maintain and build upon this pride, we must ensure that our schools are evolving to meet the needs of our families today and the needs of our students as we prepare them for college, career, and life. Schools don't improve by chance; they improve by careful planning and deliberate choices focused on achieving desired outcomes. We believe this Strategic Plan captures the collective values of our community and the direction our schools need to head. In some cases, our strategy is to stay the course in areas where Monomoy has been realizing success, while other initiatives will allow us to leverage our strengths to address current challenges and developing needs.

I hope the strategy outlined in this plan provides a clear sense of our district, its mission and values, and our pathway to prepare all Monomoy children for success in the future. The plan does not encompass everything we do within our schools; rather, it provides guidance in how we can best accomplish several important initiatives over the following three academic years. We encouraged participants in our Strategic Planning Focus Group to be audacious in their thinking, and this has resulted in an ambitious Strategic Plan, which can only be achieved with the continued support of our families and our two communities.

We have much to be proud of in Monomoy. Our Strategic Plan will provide focus to the district's work and direction to School Improvement Plans within each building and will guide the goals set by educators as we strive for ongoing success.

Thank you for your continued support of our schools.

Dr. Scott Carpenter
Superintendent, Monomoy Regional School District
scarpenter@monomoy.edu



Letter from the School Committee

The Monomoy Regional School District's 2018-2022 Strategic Plan was developed by a Strategic Planning Steering Committee made up of parents, teachers, administrators, School Committee members, and community members, each bringing with them a wealth of experience in our schools and our community. This group studied the feedback from a large focus group comprised of over 100 individuals, representing a cross-section of our community, who came together on a September Saturday to share their collective wisdom on our schools. The Monomoy Regional School Committee would like to thank all of those who participated in the community focus group and the Steering Committee, as well as Dr. Carpenter for his leadership through this process and the development of this plan.

In the few years that Monomoy has existed as the state's newest regional district, great pride has clearly developed among our families, who see the greatest strength of our district lying within the quality of our faculty and the relationships forged with their children. We face shifting demographics, constantly changing technology, and increasing social and emotional demands. This Strategic Plan is aimed at framing our efforts to meet these changes, steering our budget decisions and informing the choices we make in the years ahead.

The Monomoy Strategic Plan embodies the many voices of students, parents, teachers, administrators, elected officials, and community members. To realize the objectives within this strategy, we will need continued support of our two towns and the ongoing collaboration of all members of our educational community. Within this plan is an audacious vision of school improvement – together, we can realize this vision.

Sincerely,

Donna Richardson, Chair, Monomoy Regional School Committee

Monomoy Regional School Committee 2018-2019

Donna Richardson, Chairman • donna.richardson@monomoy.edu

Jackie Zibrat-Long, Vice Chairman • jackie.long@monomoy.edu

Joseph Auciello • joseph.auciello@monomoy.edu

Tina Games • tina.games@monomoy.edu

Terry Russell • terry.russell@monomoy.edu

Nancy Scott • nancy.scott@monomoy.edu

Jo-anne Sheehan • jo-anne.sheehan@monomoy.edu

Sharon Stout • sharon.stout@monomoy.edu



The Strategic Planning Process

On September 29, 2018, more than 100 parents, teachers, students, administrators, and community members participated in a Strategic Planning Focus Group to offer collective guidance on the future direction of our schools.



The Sept. 29, 2018 Strategic Planning Focus Group

Those gathered heard reports from the Superintendent and each Monomoy principal conveying recent successes and existing challenges for the district and its schools. Given the fast pace of our ever-changing digital world and the demographic shifts happening in our region, attendees were encouraged to think about the future of our community, country, and world as we launch Monomoy's current students into the future, keeping in mind that our current kindergarteners will be receiving their high school diplomas in 2031. Participants in this Strategic Planning Focus Group discussed ways in which Monomoy is effective, where we can improve, and what obstacles we might need to overcome to realize improvement. The participants were divided into smaller focus groups, providing feedback, insights, and creativity in their responses to four questions:

- What are the strengths of Monomoy's programs?
- What do you see as Monomoy's areas of possible improvement?
- In order to meet the needs of ALL LEARNERS and to position each graduate to be successful in 2030 and beyond, what enhancements should be made in the next three years to advance Monomoy's excellence?
- What factors might hinder Monomoy in making significant progress in achieving an audacious Strategic Plan for the next three years and how might we address these?

The table notes from each group were compiled to capture the collective contributions of the 100+ participants, and every individual was able to identify their personal priorities related to each of the above questions. This feedback, along with the unabridged notes generated by each table, was passed on to the 15-member Strategic Planning Steering Committee.

(continued on next page)

(continued from previous page)

The Steering Committee met 10 times over a two-month period to draft a new Strategic Plan. Committee members combed over the raw table notes, synthesized this with prioritized feedback from the Strategic Planning Focus Group, and was briefed on district and building-level data by the superintendent and principals. Together they distilled the data and feedback, identified four themes (which became our strategic objectives), and determined the initiatives required to achieve each strategic objective. Action steps, measurements of progress, and a timeline were specified by the Steering Committee for each strategic initiative.

This plan was presented to and adopted by the Monomoy Regional School Committee on December 13, 2018.

With sincere appreciation to the Strategic Planning Steering Committee:

- Cherian Armstrong, Teacher, Monomoy Regional Middle School
- Joseph Auciello, Member, Monomoy Regional School Committee
- Bill Burkhead, Principal, Monomoy Regional High School
- Dr. Scott Carpenter, Superintendent, Monomoy Regional School District
- Charles Gruszka, Community Member
- Dr. Jill Lombardo, Parent
- Melissa Maguire, Director of Student Services, Monomoy Regional School District
- Dr. Robin Millen, Principal, Chatham Elementary School
- Mary Oldach, Principal, Harwich Elementary School
- Julie Santoni, Parent
- Jo-anne Sheehan, Member, Monomoy Regional School Committee
- Marc Smith, Director of Curriculum, Instruction, and Assessment, Monomoy Regional School District
- Sharon Stout, Member, Monomoy Regional School Committee
- Laura Weatherup, Speech/Language Pathologist, Chatham Elementary School and Harwich Elementary School
- Mark Wilson, Principal, Monomoy Regional Middle School

Mission Statement

Monomoy Regional School District is a community of learners of all ages focused on building knowledge, positive character, and resiliency in a safe, supportive, creative, and challenging environment.

Vision Statement

Monomoy is committed to being an exemplary school district, inspiring students to become civic-minded in their decision-making, confident in their communication, flexible in their problem-solving, creative in their expression, resilient in their response to challenge, attentive to global responsibilities, and ready to succeed in the future.

Theory of Action

We share a vision of high student expectations and effective teaching, deliver an interdisciplinary curriculum which provides appropriate levels of challenge for each learner, foster strong parent and community partnerships, and promote and celebrate the achievements of all, in order to create a supportive, positive Monomoy culture that will inspire all learners.

Strategic Plan Overview

Strategic Objective 1: Expand Community Engagement and Partnerships by focusing on families' equity of access, increasing community involvement, and further embedding service learning within the curriculum.

Strategic Objective 2: Strengthen Social and Emotional Well-Being through a deliberate focus on the development of healthy, supportive relationships and a fully integrated social-emotional learning curriculum.

Strategic Objective 3: Close the Achievement Gap by developing and implementing targeted instruction and supports to improve outcomes for the largest and most persistent achievement gaps.

Strategic Objective 4: Improve Curriculum, Instruction and Assessment for All Learners by ensuring our collective practices are focused on students, preparing them for college, career, and life as members of both a local and global community.



Strategic Objective 1: Expand Community Engagement and Partnerships

MRSD will expand community engagement and partnerships by focusing on families' equity of access, increasing community involvement, and further embedding service learning within the curriculum.

► Initiative 1: Differentiate Family Engagement to Improve Partnerships With Families of Underrepresented Students

- > Create a more equity-based learning system for parents, caregivers, and the community at large that reinvests in our Monomoy community
- > Improve equity and access to meet the needs of our diverse students and to engage all families in the learning process
- > Ensure that the cultural breadth of our towns is represented in our faculty, planning, decision-making, outreach, communication, and curriculum
- > Value and support connections with families



School Resource Officer Sgt. Bill Massey visits with students at Chatham Elementary School.

Action Step 1a: Develop strategies and alternate structures of communication to engage underrepresented families, with a particular emphasis in better reaching our English Language Learner (ELL) families

- Create a targeted Parent Advisory Council specifically for understanding the needs of and best ways to reach underrepresented students

Measurement: Progress will be seen with the creation of the targeted Parent Advisory Council and initiatives that are spawned from the input of these parents with a focus on parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community

Timeline: FY 2019 Recruit parents for the Advisory Council
FY 2020 Establish goals and recommendations
FY 2021 Implement recommendations



Student Council members at Harwich Elementary School show their Shark pride.

Action Step 1b: Seek to expand learning opportunities by increasing the length of the school day or school year for ELL and socioeconomically disadvantaged students who may need additional support

Measurement: Each school, in coordination with the Director of Curriculum, Instruction, and Assessment, will develop school-based programming that provides additional learning time to identified students

Timeline: FY 2019 Review internal ELL program and make recommendations
FY 2020 Explore equitable access to extended learning opportunities for all students along with budget proposals
FY 2021 Implement recommendations

Action Step 1c: Improve the way our schools celebrate the achievements of students often underrepresented with awards and include their families in these celebrations

Measurement: Each school will report out ways that they are celebrating the unique achievements of underrepresented students, the outreach made to their families, as well as the success in having the family be part of the celebration

Timeline: FY 2019 Document celebrations of the achievements of underrepresented students to create a baseline to meet and exceed
FY 2020+ Expand the celebrations of achievements

Action Step 1d: Leverage community connections and technology to help provide equitable access to learning resources, such as access to the internet from home and availability of appropriately challenging reading materials

Measurement: The Director of Instructional Technology and Community Engagement Coordinator will work with each building to determine if all families have equitable access to learning resources utilized in Monomoy. Leveraging partnerships developed with the community, the district will pursue options for closing any gaps

Timeline: FY 2020 Implement a data collection tool to determine student access beyond the school day

Monomoy Regional High School students organize and chaperone dances at Monomoy Regional Middle School.



Action Step 1e: Explore the approaches and successes of districts that have hired staff experienced in multicultural settings to work with parents outside of the school day

Measurement: FY 2020 Research and report out to the School Committee by November 2019 for potential inclusion of a position in the FY 2021 budget

Timeline: FY 2020 Explore alternative outreach approaches
FY 2021 Implement a model if appropriate



The Monomoy Middle School Parents Group hosts an annual Beach Party each fall to welcome students, parents, teachers, and staff back to school.

➤ Initiative 2: Increase Community Involvement in Our Schools

> **Develop additional interdisciplinary curriculum connections and partnerships with community businesses, nonprofit groups, and/or organizations**

> **Value and support connections with community partners**

Action Step 2a: Inventory the involvement with various community businesses and organizations happening within MRSD

Measurement: The Community Engagement Coordinator will provide an annual report to the School Committee accounting for and celebrating the support and involvement of community businesses, organizations, and individuals

Timeline: Annual reports in June of each year



Harwich Elementary School students visit the Family Pantry of Cape Cod and learn about the Pantry's garden.

Action Step 2b: Leverage the Community Engagement Coordinator position to expand involvement of community partners in ways that can support authentic, challenging, and learner-centered experiences and to celebrate these partnerships regularly

Measurement: The growth in community engagement within our schools should be measured by increases in hours of volunteerism and contributions as seen in the annual reports on community involvement provided to the School Committee

The Community Engagement Coordinator will also work with each school and Central Office to formalize regular celebrations of these partnerships

Timeline: Annual reports in June of each year beginning in June 2019, including an update on the formalized modes of celebrating these partnerships



Action Step 2c: Engage the communities of both Chatham and Harwich in elementary school playground projects to provide safe play spaces for the use of Monomoy elementary students at each school, while providing community play spaces for families outside of school hours and a venue for early learning and exploration in PreK through Grade 4

Measurement: Progress can be measured by the outreach and support from town boards and taxpayers

Timeline: FY 2019 Garner support for Community Preservation funding in Chatham
FY 2020 Garner support for Community Preservation funding in Harwich

➤ Initiative 3: Expand Service Learning

> **Increase student volunteerism within our schools and our greater community, support growth in student internships and community service, and promote student leadership**

Action Step 3a: Inventory the various service learning activities happening within Monomoy's classrooms

Measurement: The Community Engagement Coordinator will work with each building to provide an annual report to the School Committee documenting the various service learning connections happening in Monomoy

Timeline: Annual reports in June of each year beginning in June 2019

Action Step 3b: Expand involvement of students in service learning activities (elementary through high school) in ways that are authentic, challenging, and learner-centered

Measurement: The growth in service learning within our schools should be measured by increases in the number of students experiencing some form of authentic service learning each year and the duration of these experiences, as captured in the annual reports on service learning provided to the School Committee

Timeline: Annual reports in June of each year beginning June 2019



Monomoy Regional Middle School students help prepare the land for the installation of two vernal pools on the grounds behind the school. Students help monitor and care for the vernal pools.



In an annual tradition, Monomoy Regional High School students organize a Senior Citizens Thanksgiving Dinner each November. The students prepare and serve guests a turkey dinner, celebrating our intergenerational community-school connections.

Action Step 3c: Explore a community service graduation requirement for the high school

Measurement: The High School School Council will report to the School Committee on their deliberations and their potential recommendation to change graduation requirements by adding a community service component

Should a community service graduation requirement become adopted by Monomoy, the district can track hours and strive to continually improve upon the average number of community service hours logged per graduate

Timeline: FY 2019 High School Council discussion with potential implementation or phasing in FY 2020 or beyond



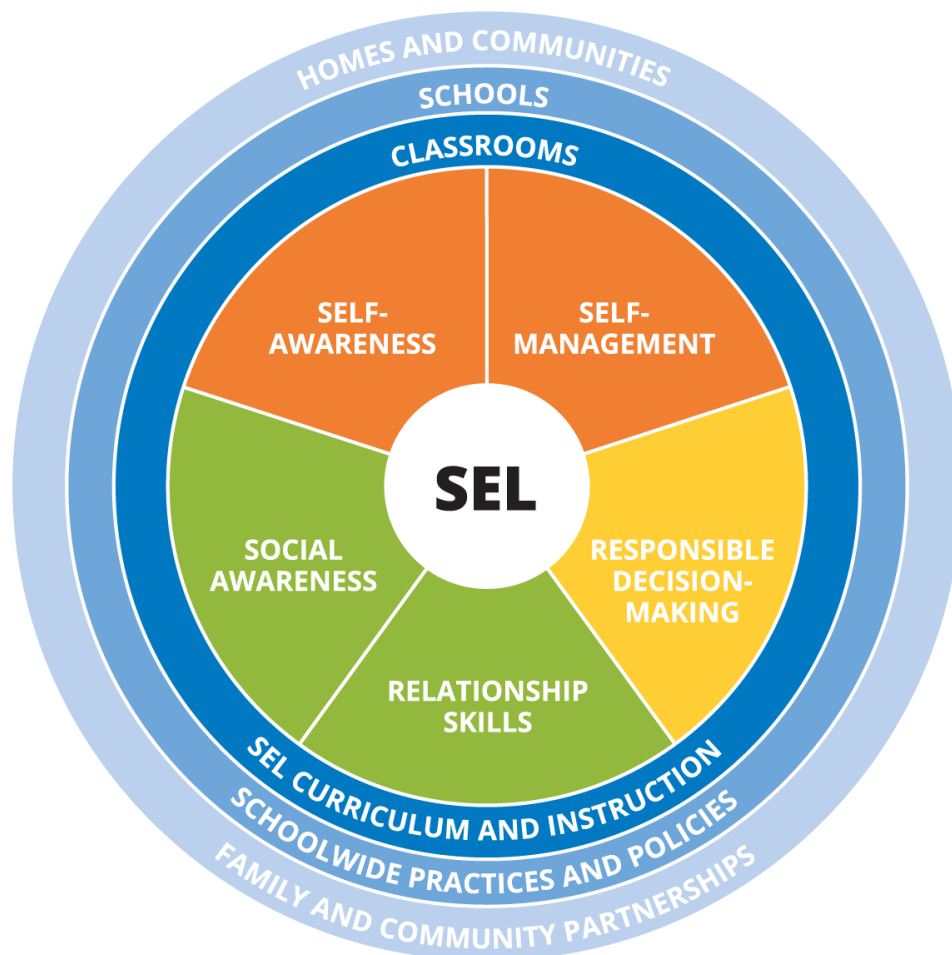
Students from Monomoy Regional High School volunteer with the Housing Assistance Corporation's Big Fix community cleanup day.

Strategic Objective 2: Strengthen Social and Emotional Well-Being

MRSD will strengthen social and emotional well-being through a deliberate focus on the development of healthy, supportive relationships and a fully integrated social-emotional learning curriculum, within the framework of a collaborative and respectful school culture.

➤ Initiative 1: Develop Student Social and Emotional Learning and Character Development

> Create a collective responsibility for students' physical and emotional well-being by implementing the social-emotional learning (SEL) integration plan, which incorporates both teachers and students demonstrating the five core competencies of self-awareness, self-management, relationship skills, social awareness, and responsible decision-making skills, thus building resiliency, motivation, reflective practices, and emotional and physical well-being





Monomoy Regional High School students participate in the Teen TASK (Taking a Stand for Kids) Force in collaboration with Children's Cove. The group learned about dating violence, sexual abuse, and how to keep themselves and their peers safe.

Action Step 1a: Embed language of the five core competencies into learning objectives across all settings and demonstrate these competencies through teaching practices and strategies (i.e., PBIS, CPS, Second Step), to develop stronger student-staff connectedness, and develop an evaluation rubric to look for core competencies in classroom practice

Measurement: Given a variety of tools and strategies, all Monomoy educators will promote social and emotional learning and growth mindset as measured using the core competencies rubric

Using surveys, assess whether at least 80% of students across all Monomoy schools can identify one person in their school they can go to if they are faced with a social/emotional challenge and review how connectedness is impacting referrals, suspensions, academic success, attendance, time on learning, engagement, and independence

Timeline: FY 2019 Connectedness survey
FY 2020 Develop rubric of core competencies
FY 2021 Embed language into lessons and impact bargaining rubric
FY 2022 Implement rubric

Action Step 1b: Use a variety of tools and strategies to establish a baseline to assess how well students across all Monomoy schools are able to regulate emotions and behavior and make progress toward academic and non-academic goals

Measurement: Over the duration of this Strategic Plan, improve on our assessment of student emotional regulation and behavior at least 10% over the established baseline

Timeline: FY 2019 Establish baseline
FY 2020+ Regularly survey and implement targeted initiatives
to continually improve student emotional regulation and behavior



As part of the K9 Book Buddy program, therapy dogs visit Harwich Elementary School. This program promotes both literacy and social-emotional learning among HES students.

➤ Initiative 2: Strengthen Climate and Culture

> Continue to build and promote a collaborative and mutually respectful culture and safe learning/working environment that values and supports connections and contributions of each student, teacher, and staff member

Action Step 2a: Develop and/or adopt an end-of-year survey that measures staff perceptions of school climate and district climate and the connectedness of staff to leadership and colleagues. Using the survey, establish a baseline and subsequently develop specific action plans to address any areas of improvement that arise from survey data

Measurement: Over the duration of this Strategic Plan, improve school and district climate in defined areas of weakness by at least 10% over the established baseline

Timeline: FY 2019 Develop the survey and establish baseline
FY 2020+ Regularly survey and implement targeted initiatives to continually improve school climate

Action Step 2b: Improve the way our schools celebrate the contributions and achievements of students, teachers, and staff members

Measurement: Each school will report out ways that they are celebrating the unique contributions and achievements of students, teachers, and members of staff

Timeline: FY 2019 Celebrations of the achievements of students, teachers, and members of staff will be documented to create a baseline to meet and exceed
FY 2020+ Expansion of the celebrations of contributions and achievements



Monomoy Regional Middle School chaperones during a school travel opportunity to Washington, D.C.

Strategic Objective 3: Close the Achievement Gap

MRSD will close the achievement gap by developing and implementing targeted instruction and supports to improve outcomes for the largest and most persistent achievement gaps.

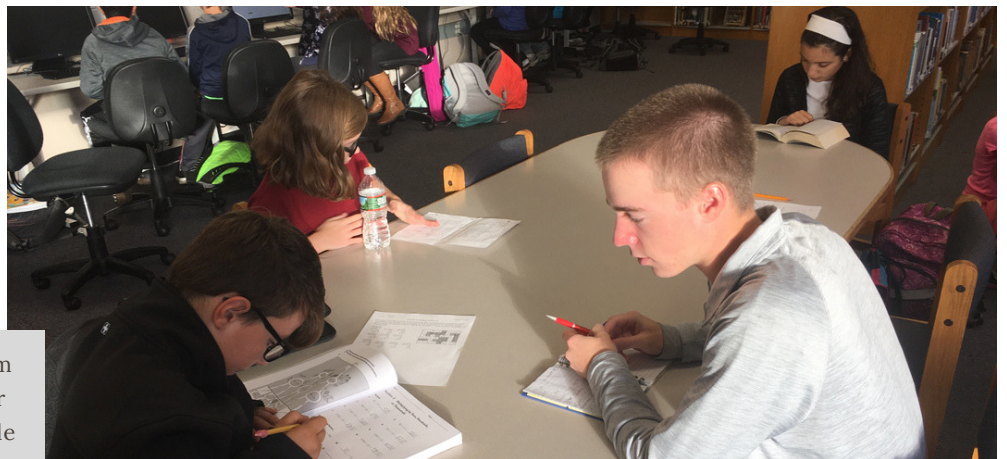
➤ Initiative I: Improve Our Support for Differences of All Types Within Monomoy's Classrooms

> **Ensure that our classroom instruction embraces both the cultural breadth of our students and the diversity of their learning styles**

Action Step 1a: In order to increase respect, empathy, and appreciation of the differences that exist within our educational community, to promote problem-solving skills around difficult issues, to promote teamwork and collaboration, and to promote individual awareness of internal biases and beliefs, budget and provide the equivalent of one workshop day for diversity training for Monomoy staff, as well as expand internal capacity by involving interested staff and students in further training

Measurement: Over the duration of this strategic plan, 100% of Monomoy teachers will have specific training to promote awareness of differences within our educational community and to create a shared language and commitment to valuing differences in a manner that benefits all

Timeline: FY 2020 Include training in budget (approximate cost \$45K for teachers)
FY 2020 Begin to provide staff training
FY 2021 Provide opportunities for advanced training for interested staff and students



National Honor Society students from Monomoy Regional High School tutor students at Monomoy Regional Middle School.

Action Step 1b: In order to better support differences in learning styles, budget and provide the equivalent of one workshop day focused on differentiation of instruction

Measurement: Over the duration of this strategic plan, 100% of Monomoy teachers will have specific training focused on differentiation of instruction, which should be measurable by seeing fewer students requiring Tier 2 and Tier 3 supports beyond the classroom

Timeline: FY 2021 Include training in budget (approximate cost \$45K for teachers)
FY 2021 Begin to provide staff training



Students at Chatham Elementary School perform *The Three Little Pigs*.

➤ Initiative 2: Implement Appropriate Research-Based, Data-Guided Innovative Practices

> Provide differentiated instruction to support the range of learners in every classroom and move towards personalized learning

> Create a more accessible and equitable learning approach that reaches all in our community

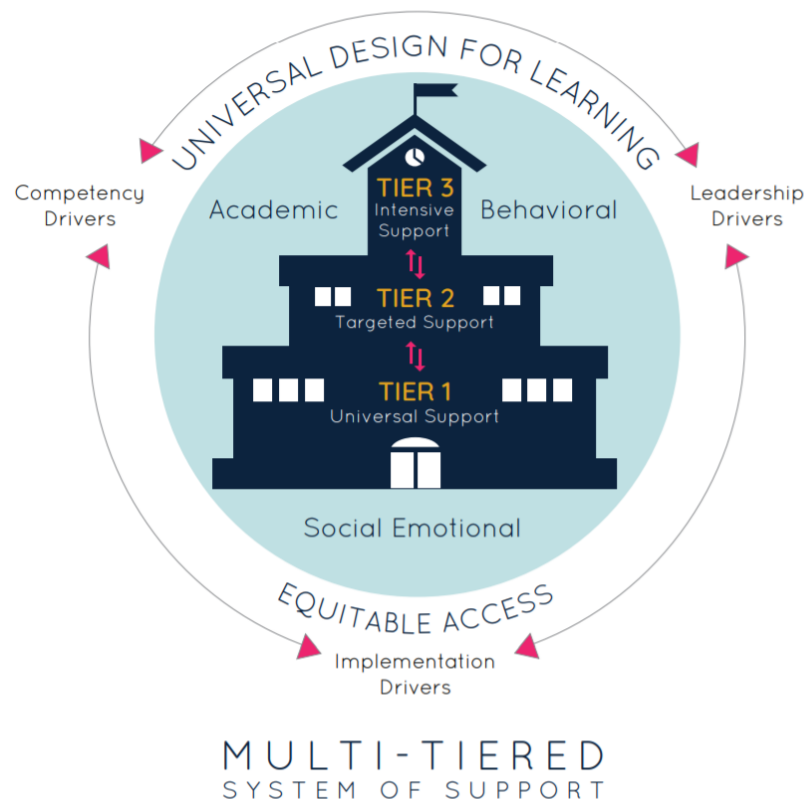
Action Step 2a: Build capacity for Personalized Learning Environments within Monomoy schools by developing and designing promising technology-rich instructional models, a plan to support the necessary professional development to embed technology into instructional practices, and tools for monitoring growth towards the creation of a district-wide Personalized Learning Environment

Measurement: Select an appropriate rubric that monitors the progression of implementation over time (Massachusetts Personalized Learning Edtech rubric)

Timeline: FY 2019 Instructional Technology Leaders to investigate district needs to meet action step
FY 2020 Instructional Technology Team to create Technology Professional Development Plan
FY 2021 Begin to implement Technology Professional Development Plan

Action Step 2b: Align all schools with a district-wide Response to Intervention (RtI) framework

- Refine Support and Instruction for English Language Learners
- Explore ways within each school's schedule to have time for enrichment, support, and interpersonal connection, while also ensuring academic improvement
- Develop a system for academic intervention and support at the high school



Measurement: Each school in the district will evaluate its RtI implementation progress using a preset rubric each year (School Conditions Rubric designed by the RtI Network).

Timeline: FY 2019 Establish a regular review cycle for district
FY 2020 Implement review cycle
FY 2021 Begin annual reporting of progress

► Initiative 3: Work with Community Partners to Enhance Early Learning Within Our Towns

> Support all children being better prepared for kindergarten by expanding access to PreK learning experiences for all families

It's playtime for these preschoolers at Chatham Elementary School.



Action Step 3a: Support the adoption of Universal PreK in our towns by partnering with each town to expand opportunities for preschoolers to develop language, early literacy, numeracy skills, and social-emotional skills and support parent education through the leadership effort of the Monomoy Family Resource Coordinator

Measurement: Progress can be measured by the outreach and degree of support from town boards and taxpayers

Timeline: FY 2019 Discuss the concept with the Boards of Selectmen and Finance Committees in both towns
FY 2020+ Continue the conversations to ultimately garner support for universal PreK

Action Step 3b: Explore partnering with a community organization to make use of available classroom spaces in our elementary schools with a focus on expanding preschool experiences, specifically for families for whom preschool may not have been otherwise accessible. This may involve providing full-day/full-year options to families

Measurement: Progress can be measured by the outreach to community partners and connection of families with financial needs to this offering

Timeline: FY 2019 Explore partnerships
FY 2020 Ideally begin this partnership in September 2019
FY 2020+ Reevaluate partnership as needed



Members of the Monomoy Regional High School Sandscript Club read books they've written to kindergarten students at Harwich Elementary School.

Strategic Objective 4: Improve Curriculum, Instruction, and Assessment for All Learners

MRSD will improve curriculum, instruction, and assessment for all learners by ensuring that our collective practices are focused on students, preparing them for college, career, and life as members of both a local and global community.

➤ Initiative 1: Standardize a Learner-Centered Approach Within Our Classrooms

> Provide opportunities where students create, communicate, and collaborate through individualized learning experiences culminating with students demonstrating deep understanding

> Develop learner-centered system standards (shared understanding of learning principles, common assessments, differentiation in classwork and homework, and common approaches when analyzing student learning data and providing educators with feedback)



Biology students at Monomoy Regional High School perform dissections of sheep hearts during anatomy class.

Action Step 1a: Update the teacher observation template so it defines what is being looked for and supports quality, research-based teaching and learning, including elements of Universal Design for Learning, and support teachers through an instructional coaching model that focuses on growth towards desired outcomes

Measurement: The district will demonstrate growth in quality, research-based learner-centered practices through an analysis of evaluator feedback data collected during FY 2022

Timeline: FY 2020 Create proposed revision and explore coaching model feasibility
FY 2021 Impact bargain proposed changes
FY 2022 Implement adopted template

Action Step 1b: Foster a learning-focused culture among all faculty that is structured around student outcomes

Measurement: A review of Professional Learning Community agendas will demonstrate an increase of at least 25% over baseline for agenda items related to student learning and common assessments

Timeline: FY 2019 Establish baseline
FY 2020-21 PLC goals established
FY 2022 Data collected and analyzed

Action Step 1c: Focus curricular work on developing a Monomoy curriculum in all content areas that is lived in the classrooms and is centered on the experiences and learning of students

Measurement: Over the duration of the plan, 100% of the curriculum documents will be standardized and address key learnings expected of students. The district will also explore the value of district-wide New England Association of Schools and Colleges (NEASC) accreditation, in part to facilitate this process and validate progress

Timeline: FY 2019 Document review/template redesign; explore K-12 NEASC districts
FY 2020 Revise curriculum review cycle; make determination regarding NEASC K-12
FY 2021 Possible NEASC K-12 implementation



The International Fair at Monomoy Regional Middle School encourages students to focus on learning about another country and sharing what they've learned with the community.

➤ Initiative 2: Provide Authentic, Challenging, and Experiential Learning that Prepares Students for 2030 and Beyond

> **Ensure that practical knowledge for life today and into 2030 is embedded in the PreK-12 curriculum**

Action Step 2a: Adapt our current curriculum review process to embed civics, digital literacy, personal finance, and wellness concepts (ranging from health to parenting) in the PreK-12 curriculum

Measurement: As each content area begins its curriculum assessment, the task force teams will analyze existing curriculum for each element above, report on presence, and embed where appropriate. Evaluate using tools such as the U.S. citizenship exam in 11th and 12th grade as a means of monitoring progress in the area of civics

Timeline:

- FY 2019 Social Studies/World Language
- FY 2020 English Language Arts
- FY 2021 Math/Wellness
- FY 2022 Science, Technology, Engineering/Fine and Performing Arts

Action Step 2b: Conduct a comprehensive review/revision of the PreK-12 Science, Technology, and Engineering curriculum to expand opportunities at the elementary level, align Computer Science expectations PreK-12, and develop Engineering pathways for graduation

Measurement: Task force teams will analyze existing curriculum for each element above and report on presence

Timeline: FY 2020 Analysis of high school program of studies and Computer Science track feasibility
FY 2021 Grade 7-8 Engineering transition
FY 2022 PreK-6 Computer Science curriculum assignment



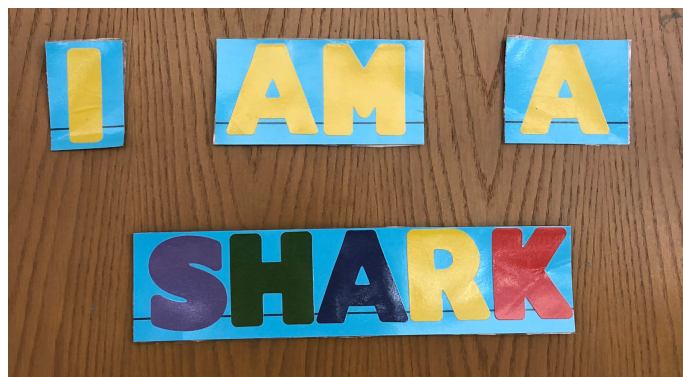
During STEM Week, students at Harwich Elementary School build a tower using only string to lift the cups.

Strategic Plan Implementation

More than a hundred voices and countless hours went into developing this Strategic Plan, and now the heavy lifting begins. Ultimately, many hands make light work. We will take a three-step approach to ensure our many hands are working in unison in order to bring this plan to fruition.

- > **Communication** – To create shared focus and a collective understanding, the superintendent will communicate the objectives of this plan to our entire educational community, so all stakeholders understand the strategic objectives and initiatives we will be pursuing and why each is important.
- > **Alignment** – By communicating our strategic objectives and initiatives, the district will be positioned to align the work that is happening with the district's Strategic Plan, ranging from budgetary decision-making to School Improvement Plan development to staff members' annual goals.
- > **Accountability** – Given the alignment of School Improvement Plans to the district strategy, principals will be accountable for tracking progress and biannually reporting out to their School Councils and the Monomoy Administrative Team the progress made towards building-level goals, and the superintendent will be similarly accountable for annually reporting out progress toward the district's Strategic Plan to the School Committee.

Over the following three years, we look forward to sharing with our community our successes, and perhaps challenges, as we implement Monomoy's 2018-2022 Strategic Plan. It will take the support of all stakeholders to truly bring this audacious plan to fruition. **Together, we can achieve anything.**



Monomoy Regional School District
425 Crowell Road, Chatham MA 02633
(508) 945-5130
www.monomoy.edu