



STRENGTHS

1. From what you know of Monomoy Regional Schools, what are the strengths of Monomoy's programs?

- Diversity of courses, on different levels
- Guided learning, individualized learning
- Class size! Like private school
- Resources – financial, staff
- Choice in learning, student choice (seminar, Jawsome)
- Adaptive, responsive leadership – changing with the demographics, meeting the needs
- Approachable, responsive to ideas
 - All in this “together”
- Sense of community
- Improved communications – electronic distribution
- Well maintained facilities – preventative maintenance
- Bigger peer group as Chatham ES kids move to MRMS, MRHS

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- Nice teachers
 - Civic involvement
 - “Fintastic” programs (PBIS)
 - Decrease in school violence
 - Increase in positive culture
 - Student voice
 - Recognizing that education needs to expand
 - Student driven education, not teacher driven
 - Community involvement in planning
 - Experiential learning
 - Elective options
 - Focus on world language
 - Passionate administration leaders
 - Extracurriculars
 - Global focus on education
 - Classes are interesting
 - Community/school pride is evident

- Genuine concern for students
- New facilities
- Great educators
- Great programs
- Combined resources (2 towns)



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- Diversity/comprehensiveness of programs
 - Broad range of extracurricular activities
 - Good community outreach
 - Self-analysis – use of data for improvement
 - Improving technology
 - Small system
 - Enthusiastic administrators
 - Kids matter
 - Everything
 - Classroom beyond the classroom
 - SEL Curriculum
 - PBIS
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- Apparent flexibility – adapt/solve problems
 - People – comfortable with each other
 - Focus on kids
 - Teachers go beyond
 - Students – dedicated – involved with community/reaching out to community – nice kids
 - Future oriented curricula – inward/outward
 - Staff collaborate - integration in curriculum
 - Community interested/involved with schools/students/learning
 - Size – not too large
 - Cosmopolitan worldview hosted in parochial environment
 - Kids feel safe/comfortable but look beyond towns
 - Safe place to take risks
 - Acknowledge weaknesses – find solutions vs. defend yourself
 - Student leadership even in grades other than seniors – student leaders, not select few
 - Arts programs
 - Welcoming, friendly environment/culture
 - Building/facility
 - Community leaders supportive
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- Community support
 - Balance of enrichment/instructional support
 - Student involvement (2-way discussion)
 - Admin tuned in to student voices
 - Recognition of social/emotional learning impact in schools
 - Teachers, admin, and staff going above and beyond contractual obligations (field trips, after/before school)
 - Data to inform instructional design
 - The instructional support during the school day
 - Character development and leadership with mentoring/peer tutors/band



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- Established athletic achievements in a relatively short period of time
 - PBIS
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- Growth mindset
 - Teachers, admin, faculty
 - Professional Development
 - STEM – good programs
 - Relevance of programs
 - Asking the right questions and DI
 - Tiered instruction
 - Focus on SEL – Parent engagement
 - Kids of character
 - Student leadership
 - Inclusiveness of parents – Parent University
 - Community engagement
 - Enrichment opportunities
 - Communication with parents
 - Safe environments
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- Dedication of leadership and staff
- Looking at the total child
 - Academically
 - Emotionally
 - Socially
 - School choice
- Innovation, creative curriculum changes
- Assessments
- Attend to ALL children
- Attention to emotional wellbeing of all children – abuse
- Harwich/Chatham aging populations still supports children
- Safety issue – collaborative among fire, police, EMTs, other towns
- ALICE programs (alert, lockdown, run, hide, fight)
- School psychologists
- MSWs
- Strength is our kids
- School choice
- Length of school day
 - Avoid empty houses
 - Open schools pre-AM start
 - Breakfast in all schools



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- Lots of data/interpretation
 - Beautiful natural resources
 - Dedicated staff/trusted adults
 - Strong leadership
 - Forward thinking curriculum, scheduling
 - Varied choices, challenge, AP, electives
 - Students feel safe – promoting resiliency
 - Willingness to change (open to it)
 - Growth, improvement – widely
 - Broadly communicated
 - Shared responsibility
 - Local opportunities for education collaboration
 - Will also “travel” to find best opportunity for learning
 - Challenging
 - Civic engagement
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- Visionaries
 - Excitement
 - Enthused
 - Small school communities
 - Schools reflect local cultures
 - Lot of community support
 - Nonprofits involved
 - Strong link with business
 - Teachers create a personal contact
 - School course selections very positive
 - Staff – home grown
 - Students feel connected
 - Schools create non-academic opportunities
 - Schools have a positive home link
 - School arts programs
 - Promotes variety of learning styles
 - Small schools – great personal contact
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- Committed educators
- Size – number of programs (even as a small district)
- Environment - conscious effort to keep family environment
- Family involvement/community involvement
 - Supportive of budge, scholarships
- Commitment to education beyond 8-3 M-F – year-round learning
- Had ability to “define” MRSD – still creating MRSD
- Good facilities



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- Understanding that learning is more than just foundational
 - Innovative – creative, outside of the box opportunities
 - Caters to learning – differences, styles – diversified
 - Community partnerships
 - Relationships
 - Student to student
 - Teacher to teacher
 - Admin to students
 - Teacher to student
 - Teacher to community
 - Accessibility to staff/admin
 - No competition between town and school through communication
 - Students themselves
 - Student voice
 - Focus on data
 - Analyze the data, then what we do with the story
 - Leadership opportunities providing empowerment to take responsibility
 - Trust students
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- Not satisfied with complacency
- Building upon knowledge/skills K-12
- Holistic focus – whole person
- Enthusiasm of the kids/customers
- Offer many diverse experiences
- Social-emotional focus
- Inclusiveness of all ages – lifelong learner
- Technology experiences 1:1 computing (same device)
- Leveling playing field
 - Extra supports
 - PSAT etc.
 - Food Bank
- K-12 curricula

- Mandarin
- Culture
- Community oriented – community involvement
- Define strengths/weaknesses (measure both)
- Flexibility – try new things, adapt (admin and staff)
- Inclusion of students – student voice
- Diversity (language arts diversity of offerings)
- Civics courses
- Civility



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- Facilities
- Strong administrative team
- Beginning partnership with larger community
- Interdisciplinary connections in curriculum
- Athletic spirit/pride
- Arts programs (visual, performing arts)
- Technology
- Experiential travel opportunities



AREAS OF IMPROVEMENT

2. What do you see as Monomoy's areas of possible improvement?

- Improve low growth – including ELA (need read/write)
- Public speaking – reason vs emotion
- Learn from weakness
- Analyze bias/objective perspective on sources
- Parents more supportive of authority/remediation/educators
 - Be more of a team player vs defend students
- Substance abuse/addiction education (big issue)
- Wider in-school recognition of outside student strengths/activities
 - Figure skating – leads to marginalization feelings
 - Like recognizing them in daily announcements
 - Philanthropy
- Away from electronics to nature/outside activities/environmental stewardship
- New funding streams for education - support staffing
 - Take better care of public servants
- Talk about how teachers are important – pay them – support
- Help support teachers with affordable housing ideas

- Attendance
- Civics and government requirements (11th or 12th)
- Personal finance/life skills (11th or 12th)
- Relationship skills
- How do we celebrate those that stay local after HS – career bound vs college
- Continued culture growth
- “get the word out”
 - What are we doing well?
 - How do people get info about all going well?
 - Facility in navigating website
- Community outreach
- Continue expanding intergenerational opportunities
- Recognizing the “quiet hard worker”
- Improve equitable access for ALL
 - Extracurricular in particular
 - Fundraising that matches different family structures/ability to participate (flexibility)
 - Active outreach
- Untapped resource – retired professionals sharing expertise
- Improve teaching style



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- More real-world problem solving
 - Let kids “struggle” with learning
 - Experiential learning
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- Elementary and high schools need for improvement in math
 - Need to bring whole family into child’s education
 - Bring parents through K-12
 - Parents must understand that they’re a most important part
 - Transitions from level to level
 - New students into school
 - Wherever awkwardness falls
 - Welcoming schools
 - Where does the hostility come from
 - Friends of Rachel – new students having a friend? Team? To lead the way
 - Advocates to support in a potential bullying culture
 - Encourage members of the community to allow knowledge of schools’ progress, needs, activities
 - Ex. High school + senior center
 - Mentorship + friendship
 - “open schools” posting for all to see and feel and understand
 - Book clubs
 - More clubs for kids using volunteers from community
 - Tangible skills transmitted from older members of community to kids
 - Building support of parents, caregivers, grandparents
 - Preschools needed – Universal preschool
 - Part of school choice - natural feeder to school district
 - Bookends in trouble: pre-K/infant/toddler care
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- Find ways to increase diversity in staff, stakeholder voice/input
 - More communication out to community
 - More invites
 - Get kids out
 - More intergenerational opportunities
 - Educate community with groups (retirement)
 - Collaboration with CC Tech
 - More integration of subjects
 - Keep up with changes (technology) in future
 - Keep asking “could we” or “should we” – yes technology can be done but should we ...
 - Provide more “life skills’ teaching
 - Community service expectation
 - Remove learning that will not be used, put in things that will be used, like “buying a house”



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- Make sure basic skills are sound
 - Writing
 - Math skills
 - Civics skills
 - Critical thinking skills
 - Graduation rates – multiple pathways, 1st year college
 - Brain based teaching
 - Keep reminding “kind is cool”
 - Provide “free”/scholarship for all opportunities
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- Technological courses – AI – keeping up is important
 - Gaps in learning
 - Universal pre-K
 - Communication skills for real world
 - Collaboration, creativity, 21st century skills
 - Balance between STEM and language
 - Security and safety (facilities and learning)
 - SEL – 5 competencies
 - Differentiation
 - Community partnerships/networking/multigenerational
 - Engaging diverse groups in community
 - More recess/fresh air/break time
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- Life skills – banking, tax forms, fill out job applications, how to dress/present yourself, personal finances, education for the world of work
 - Look forward to 2028 careers, and plan backward to prepare our students
 - Using current brain research to drive instruction/curriculum. Help students identify aptitudes, right brain vs left brain
 - Focus on aptitude testing, no standardized testing
 - Stronger connections between the schools and town government
 - Student representatives report to selectmen
 - Planned sequence of school trips. Certain trips in certain grades. Consistency, families can plan. Students can look forward to experience knowing it is a “tradition”
 - Improved communication of all of the opportunities, parents don’t hear about them all
 - Google Classroom – Aspen – Blackboard – App – Pick one, be consistent!
 - Parity between schools
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- Universal Pre-K
 - Year-round school/longer days – decrease absenteeism
 - Focus on realistic early childhood expectations (developmentally appropriate)
 - Common vision at elementary schools
 - Celebrate individual success of each elem.



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- Equity for opportunity for all students
 - Achievement gap needs to be addressed
 - Increase SGP for “high needs” population
 - Teach tolerance toward others
 - Town should focus efforts on retaining young families
 - Move toward bilingual schools
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- Gap in achievement levels between economically disadvantaged and not disadvantaged
 - Grant writing
 - Develop more arts - incorporate into STEM curriculum
 - More robust drug education program
 - Fact based
 - Emergency preparedness
 - Including ELL parents more
 - Translation services
 - Literacy outreach
 - Community outreach – volunteers
 - Guest speakers
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- Eliminate conflicts for student involvement
 - Increasing individual student connections to community members
 - Building connections through service
 - Increasing school/community involvement/engagement/communication
 - Awareness of social issues/social justice at elementary
 - Appropriate level of challenge for all students
 - One year growth for all
 - Every student has one thing to be really excited about to come to school
 - Celebrate individual student successes – defined in many ways
 - Reflection on grading practices – emphasize growth vs achievement



AUDACIOUS VISIONING 2030

3. In order to meet the unique 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?

- Improved critical thinking skills – distinguish valuable info from bias
 - Invest in technology (books etc.)
 - More focus on green environment
 - Strengthen family issues – to support students/schools
 - Mentors – give kids tools
 - More guidance counselors in middle school, etc.
 - Stronger connection to each other/our humanity
 - Diversity
 - can't import it but go out to find connections
 - promote comfort with cultures – using technologies
 - More opportunities like Spanish exchange
 - More diversity in teachers – recruitment – comes from other countries
 - Know more about each other – encourage curiosity/empathy
 - More time in day to refresh/do homework/study break
 - No homework
 - Reduce stress – 4-day weeks/month on-off – schedule flexibility
 - Keep summers off = jobs give maturity
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- Up to date technology
 - Enhance school counselor staffing to “identify trauma needs”
 - Better data collection for non-traditional households
 - More world language courses
 - Full-year language at middle school
 - More gifted/talented options for enrichment
 - Improve the physical safety of open areas
 - Starting personal safety conversations earlier
 - Community outreach
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- Shift the way we look at boys (vs girls)
 - Incorporating more movement and how boys may better learn
 - Not preparing girls for leadership roles. Getting to equity for girls in education/management/etc.
 - Universal Pre-k – FREE
 - Need for full-day, full-year preschool
 - Need to better reach “vulnerable” families
 - Global society – need to prepare students for global world – IB?



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- More differentiation
 - SEL strategies
 - Have schools reflect the community
 - Basic wellness curriculum – CPR first aid, etc.
 - Programming teaching
 - Teaching children to evaluate quality of www info #fakenews
 - Ensure SPEAKING is part of the condition – balancing social interaction with technology
 - Providing supports (appropriate use of guidance and “fix it”)
 - Do we need to provide parents skills (for kids)
 - Ensuring the “middle” (average) students are supported too
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- Bilingual education
 - Problem solving/critical thinking
 - Differentiation – all levels
 - Struggling learners
 - Advanced learn to struggle - resiliency
 - Sustaining and strengthening practices invested in being cognizant w/competency
 - Technology doesn't supersede personal interactions
 - Year-round school – longer days
 - Universal Pre-K
 - Parent responsibilities and expectations for partnering for schools
 - Character building – good citizenship
 - SEL
 - Developmentally appropriate Pre-K social skills
 - Diversity
 - ELL
 - Trauma informed
 - Communication and appreciation of the changing demographic
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- Common vocabulary in curriculum
- UN 15 goals to enhance “World Global Health”
- Curriculum outreach – student internships
- STEM – K-7 curriculum implementation
- Empowering students K-12 – i.e., change agents, continue problem-solving activities
- Increase global studies and ability for ALL students to participate
 - Increase student opportunities
 - Speakers
 - Trips
- Year-round school programs for all kids (interest based)
- Increase student community service opportunities
- Increase HS/MS/elementary mentoring
- Gifted and talented programs (K-7) – needs to be “grown”



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- Preschool program system wide
 - System needs a trademark – ID
 - Branding – market the success
 - School sports – regional programs
 - Students leaving for sports!!
 - Extra help within the school day (middle school)
 - Classroom student/teacher ration issue Harwich/Chatham
 - Local issues current impact in classrooms, i.e., Cape Cod
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- Teaching more creatively – challenge kids with problem solving/creative thinking challenges
 - Think globally
 - Eliminate gap in technology between kids' knowledge and parents' knowledge
 - Combination of know skills and apply skills
 - Problems in democracy – read, assess, and solve/collaborate
 - Recognize multiple intelligences and support them. Individualization of students' special “genius”
 - Ask questions – essential questions – provide and environment of open-mindedness
 - Make standards important to student – connect wot world – travel (?) for leaning
 - Government
 - Natural resources
 - Citizens of the world
 - Languages – early, early, early
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- Increase awareness of social justice/inequities in our community and our world
 - Mandarin at all grade levels
 - More awareness of deaf/blind needs – sign language
 - Civics K-12
 - Protect humanity/community
 - Community partnership
 - Funding
 - Keep elementary schools in each town
 - Pay teachers/support teachers
 - Resilient kids
 - Life skills
 - Technology/trades (jobs)
 - Partnerships with experts
 - Grant writing team
 - Teach kids to make positive change in the world
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- Are we supporting the kids in the middle (avg.)



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- Need more communication with those who aren't "happy" with Monomoy or don't know about it today (messaging)
- More advanced tech at elementary level
- Updating advanced tech down the road 5-12
 - 1:1 at MS (in school) and HS (home and school) but lack of access for some, particularly at elementary level
 - Home internet connection for all?
- Community service/youth engagement
 - Where student helps elders with technology
- Trade/tech schools vs Monomoy – define what we are preparing students for
- Need for "wood shop" still in our economy
- How do we keep tech/trade options open for those who don't know what they want to do at Grade 8 or 9
- More career "dabbling" perhaps even at MS level
- Technology is interfering with communication/social interaction
- Need more critical thinking

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- Not to lose personal connections
 - Fundamental communication skills
 - Internships
 - Real world training/skills
 - Creativity
 - Problem solving/collaboration
 - Civic minded students
 - Respecting and appreciating diversity
 - Recognize all students/families
 - Professional development opportunities
 - Addressing teacher skills
 - Strengthening teacher skills through reflection, practice, and feedback
 - Changing learning model
 - Days, hours, length
 - Increasing technology availability
 - Awareness of availability of economic status
 - Preparing kids to work in a "remote" environment
 - Vocational awareness – all skills

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- Students returning to buses
 - Return to Jawsome (1.0)
 - Continued focus on giving back
 - More community involvement in content areas
 - Student driven inquiry (life skills, real life)
 - Continue to focus on special education student/prepare for life



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2030

- Robotics – AI programming
- International cultures
- Multilingual
- Critical thinking
- Math + science + language
- Real world communication skills
- Problem solving
- Teamwork/collaboration
- Longer work lives, aging population, retiring later

2018-2021 (planning backwards)

- More diversity in the staff
- Life skills! Even laundry!
- Open ended projects, solve a problem
- Collaborative learning
- Experiential learning
 - Outside, not teacher, do it myself
- Schools/business connections
 - Internships
- Exposure to different careers at much younger grades
- More funding for technology, devices, recognize lifespan and plan to replace, and add more
- 1:1 devices at elementary schools

- Create “virtual classroom” to reduce unexcused absences
- More transition time between classes (scheduling to meet student needs)
- Health training
 - Interpersonal
 - Face to face interaction
 - Gender
- What “life skills” are important to keep?
- Less lecture – more student-teacher interaction and student-student interaction
- Curriculum that provides students with “novel” problems
- Develop a digital literacy curriculum that teaches social interaction
 - Social media
 - Evaluate news sources
 - Fake from fact
- Curriculum that enhances/highlights local issues – resources, populations, etc.
- More about climate change in science

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- Reward all types of learning



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- Guide instruction to meet the 21st century learner
- Imbed ALL opportunities to meet the 21st century learning
- Teach ways to manage depression/anxiety/etc.
- Address ways to mitigate the pressure/anxiety our students feel
- Increase opportunities for students to learn how to code computers
- Learn financial literacy
- More philosophy-focused courses
- Find alternative ways to weave ethics/civics into curriculum
- Require government in grades 10-12
- Students should learn how to “apply” technology skills that are learned in school
- Learning should connect to the real world
- Find ways to increase interpersonal communication in the face of the world of technology
- Encourage the use of service organizations to foster interpersonal communication
- Teach life skills, adaptability

- Think: share responsibility for learning
 - Between teachers, students, levels, teamwork
- Learn to mix – communicate out to wide diversified cultural group
- Communication skills – face to face, selling
- Basic skills that back up tech skills
- Basics should be electric, capital improvement, global responsibility, choosing contracts with companies that are globally responsible (not fossil fuel)
- Bring lessons into decisions for capital projects
- Expand experiences outside Cape Cod – in wilderness
- Create a love of exploration
- Provide more opportunities for students to take risks
 - Willingness to try
 - Ok to fail
- More recess
- Flexible learning spaces
- Learning style (early) – learn how best you learn
 - Brain based learning/teaching
- Socio-economic wellbeing
- Raise thinkers – advocates/social minded
- Teaching for future needs
- Nurture love to return to Cape Cod – to raise family
- Determine fact/fiction



OBSTACLES TO IMPROVEMENT

4. What factors might hinder Monomoy from making significant progress in achieving an audacious Strategic Plan for the next three years and how might we address these?

- State calculations with regard to graduation rates – penalized for alt ed programs
- Contract negotiations
 - Impact on programs short and long term
- Climate change and its impact on the learning environment
 - AC - temperature in buildings
 - Water filtration systems
- Apathetic community members
- Opioid crisis
- Trauma/economic changes
- Lack of resources to meet the needs to all students
- Funding/budget
- State reimbursement/funding
- State mandates with no funding
- Rising health care costs affecting budget
- Insufficient time to address increased academic and social emotional needs
- Rapid technology changes
- Responding to technology changes/demands while maintaining a human connection
- Our model vs financial support
- Insufficient time to communicate our successes with greater community
- Economics – students not having basic needs met
- Not all standardized assessments are good for all students
 - Measure what is important individually

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- Money
 - Guidance departments are too small
 - Discretion around sensitive situations, e.g., free/reduced lunch
 - Suggestion box (anonymous)
 - Close-mindedness
 - Cultural
 - Small community
 - limited stakeholder availability
 - Time
 - Subsidies/credits
 - Childcare
 - Dissent between stakeholders
 - Bureaucracy at all levels



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- Lack of focus on improvement
 - Willingness of community to invest
 - Ex. Pre-K – daycare
 - Teacher retention
 - Infrastructure
 - Work together across all levels
 - Competition from school to school ex. Charter, choice
 - Not enough specialized opportunities
 - Community perspective – changing people’s perspectives
 - Spreading resources too thinly

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- Region’s demographics
 - Money – teachers/staff paid more
 - Negative social media – lack of strong public relations, TV, newspapers
 - School committee on local gov’t channel
 - All transitions
 - K-4
 - 5-7
 - HS to world of work, college, etc.
 - School system outreach
 - Lack of family/school connection
 - 2 parents working
 - Early release – parent coverage
 - Lack of creative solutions to above
 - Lack of teacher student assignment coordination (school to school)
 - Increases stress
 - Community employees need to increase support for working families
 - With increase in trauma, providing schools and staff support /training to address trauma
 - Time – not enough time to do it all
 - Curriculum is lacking in life skills but what goes in the curriculum to teach it
 - Need to focus on the curriculum
 - Not enough money to be bold and visionary
 - Keeping our students at Monomoy
 - Retaining and attracting young families to our towns
 - More students = more options/opportunities for students
 - Housing and jobs on the Cape are ultimately important in maintaining opportunity and enrollment
 - Need “buy-in” from stakeholders
 - Keeping communication on the need/direction of schools and strategic plan process



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- Being able to listen to the voices in our towns that make decisions (selectmen and school committee members perhaps not accessible to families because of time and commitments)
 - Not creative enough on reaching our audience

 - Finances
 - Transportation/access to community
 - Safety when accessing the community
 - School choice in/out shouldn't drive our goals
 - Lack of student input
 - Lack of general knowledge, understanding and engagement with greater community
 - Socio-economic diversity – future enrollment
 - Balancing resources
 - Schedule - full year vs 10 months
 - Opportunities for students to take more breaks throughout the day
 - Traumatic environments

 - Money money money
 - DESE mandates, federal mandates
 - Lack of common vision – ex., elementary configuration
 - Teacher contract
 - Rising healthcare costs
 - Aging taxpayer base vs school budget/needs
 - Determine the priorities, what is the “playbook” after today?
 - Thoughtful, due diligence
 - School choice - losing top athletes, artists, students
 - Parent education – why offerings need to change – why Mandarin?
 - Traditional parent communication does not work anymore
 - The way we teach has changes, e.g., helping your child with math homework
 - Time of day, access information online, film parent universities
 - Communicating with ELL families, families without internet
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- Funding
 - State frameworks
 - Time
 - Family involvement
 - Family unavailable due to structure, isolationism, disability
 - The ability to have students and community be engaged due to restrictions
 - Community issues
 - Transportation
 - age population
 - non-owner occupied housing



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- income diversity
 - Attracting/retaining qualified, diversified teachers because of student debt
 - Cost of housing
 - For teachers
 - For young families
 - One size fits all state/federal grant/program requirements
 - Income of population does not reflect population in schools
 - Property values
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- Money
 - No teacher contract
 - Statue curriculum frameworks
 - Unsafe environments
 - Other schools outperforming us
 - School choice
 - Administration
 - Lack of diversity
 - Lack of resources
 - Lack of student investment
 - Highlight all students' success (middle)
 - Too much focus on top students
 - Lack of basic communication
 - Too many requirements in teacher evaluation system
 - Reward teachers for extra work outside of contract
 - Lack of family engagement
 - Relationships between all governing members of school
 - People not being open-minded
 - Jawsome hour has been modified
 - Unrealistic expectations
 - Some people get overwhelmed and can't do things as well as they can
 - Cost of living on Cape/lack of employment opportunities
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- Money – creative funding – partnerships with business
- So much money comes into towns in the summer
- Communication – some didn't know about today
 - Great to have Joy J.!
- Parent involvement – need more than just core
- Fear of losing Chatham Elementary
 - Creating fear, divisiveness
 - Drive future kids away
- More parent volunteers for clubs
 - May be childcare



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- Run by students
 - High school students help with curriculum night
 - More online “chat” groups for parents – Facebook live – Bloomz = Joy
 - Provide teachers technology to connect
 - Need childcare!!
 - Improve physical plan and playground – both elementary schools
 - Field trips
 - More staff – academic coaches

 - Money
 - Entrenched thinking
 - Maintaining focus – trying to do too much
 - Engaging disengaged students
 - Meeting needs of a variety of learning needs
 - Not creating “one size fits all” solutions
 - Underdeveloped understanding of varied student needs
 - Underdeveloped self-advocacy
 - Health, human services, community realities
 - (opioids, depression, poverty, obesity, etc.)
 - Collectively bargained contracts
 - Continually growing knowledge and skill base for teachers – rapid expansion
 - Emotional control, polarized viewpoints
 - Insular governance
 - Wide variety of student backgrounds
 - Unbalanced “preschool”/early learning experiences
 - Technology overload
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- Money/budget/time
 - Keeping up with progress, not lagging
 - Progressive mindset needed!
 - Population
 - Affordable housing
 - Teacher recruitment/retention
 - Better communication/outreach
 - Increase school counselor/social worker support
 - Community resources coordinated to support
 - Universal preschool needed