

## Summary – Monomoy Regional Middle School 2015-16 EOY survey

### Parent Feedback – What's Going Well...

- **ACADEMICS** – Teachers offered innovative programs and integrated learning, which made learning fun and educational for all.
- **EXPECTATIONS** – Teachers challenged and encouraged all children; the curriculum was appropriate and engaging.
- **CONNECTIONS** – Teachers and administrators took time to get to know and understand each student as an individual, and everyone was passionate about their job and professional in their interaction.
- **LEARNING ENVIRONMENT** – There is a safe and supportive school culture, with very positive celebrations of student academic, social, and behavioral growth and achievement. Clubs, athletics, and activities provided lots of opportunities for every child to learn and grow in ability and confidence.
- **COMMUNICATION** – Parents and community felt well-informed of school events, activities, and updates. There is a strong identity and a positive school culture, and this is a significant improvement from the previous year.
- **SPECIAL EVENTS** – Real-world experiences, great field trips, and special recognition events make the school positive and unique.

### Teacher Feedback – What's Going Well...

- **SCHOOL CULTURE** – a strong and supportive community exists among students, staff, and parents. Administrative was very supportive and helped create a positive school spirit among the students and a strong cohesiveness among the staff.
- **SCHOOL-COMMUNITY PARTNERSHIPS** – School has actively connected with community organizations to enrich and extend our students' educational experiences. Field trips, theatrical and musical performances, and hands-on learning experiences within the classroom have made our school vibrant and unique.
- **CURRICULUM** – A shared effort across all disciplines to strengthen classroom rigor is starting to pay dividends. Instructional units are being developed around problem-solving, critical-thinking, and project-based learning; students and staff are enjoying the shift.
- **STAFF** – The school is blessed with a tremendously talented, hard-working, creative, and dedicated set of teachers, support staff, and administrators.
- **TECHNOLOGY** – The purchase of Chromebooks improved student access to technology, and we still have plenty of room for more.

### Parent Feedback – What Could Be Better...

- **ASPEN** – Inconsistent entry of assignments / delayed entry of grades created frustrations for students and parents trying to be responsible and proactive. Without current information, students and parents had no way of knowing that assignments were missing or that low grades needed to be improved.

- TRANSITIONS – Provide seventh graders with a culminating special event that celebrates their accomplishments and caps their middle school years.
- ATHLETICS – Improve the athletic program by recruiting a stronger pool of coaches, using age-appropriate communication practices (no twitter for schedule changes), and providing intramural programs for students who do not make the team (or no cuts).
- RECOGNITIONS – Inconsistent participation by staff in the SHARK initiative led to inequities with regard to which students received recognition. In addition, there is a perception that SHARK shout-outs went primarily to bright, special needs, or behaviorally challenging students, and therefore overlooked the contributions of good kids who didn't fall into these categories.
- COMMUNICATION – The school-to-home partnership could be strengthened through timely response to emails or, preferably, through a personal phone call home.
- SCHOOL SPIRIT – There is a perception that the same teachers attend the school's various afternoon and evening functions. MRMS sense of community / school spirit would improve if every staff member attended at least one event over the course of the year.

### **Teacher Feedback – What Could Be Better...**

- EXPECTATIONS – Consistent expectations for grading, homework, behavior, etc. across teams and/or grade levels would provide students with a more common experience as they travel from classroom to classroom. At present, what matters a lot in one classroom might not matter much in another classroom.
- COMMUNICATION – Provide staff with a timely summary of the consequences for students with disciplinary offenses and a description of the interventions / resolutions for students with concerning behaviors. Keep teachers in the loop about students who are experiencing social, emotional, or behavioral challenges.
- IDENTITY – Continue to create a shared identity for our school by defining the things we do better than everyone else and then using that shared identity to attract students to our school / keep them in our district.
- EVALUATIONS – Strike a better balance between using the evaluation procedures to provide formative feedback and using the evaluation procedures to build trust.
- SCHOOL CULTURE – Provide parents, staff, and community-at-large with accurate information – through attendance when possible or by video, audio, or written summary when not – about the content of assemblies, recognition events, guest lectures, presentations, and similar activities so everyone can receive and discuss the shared message.