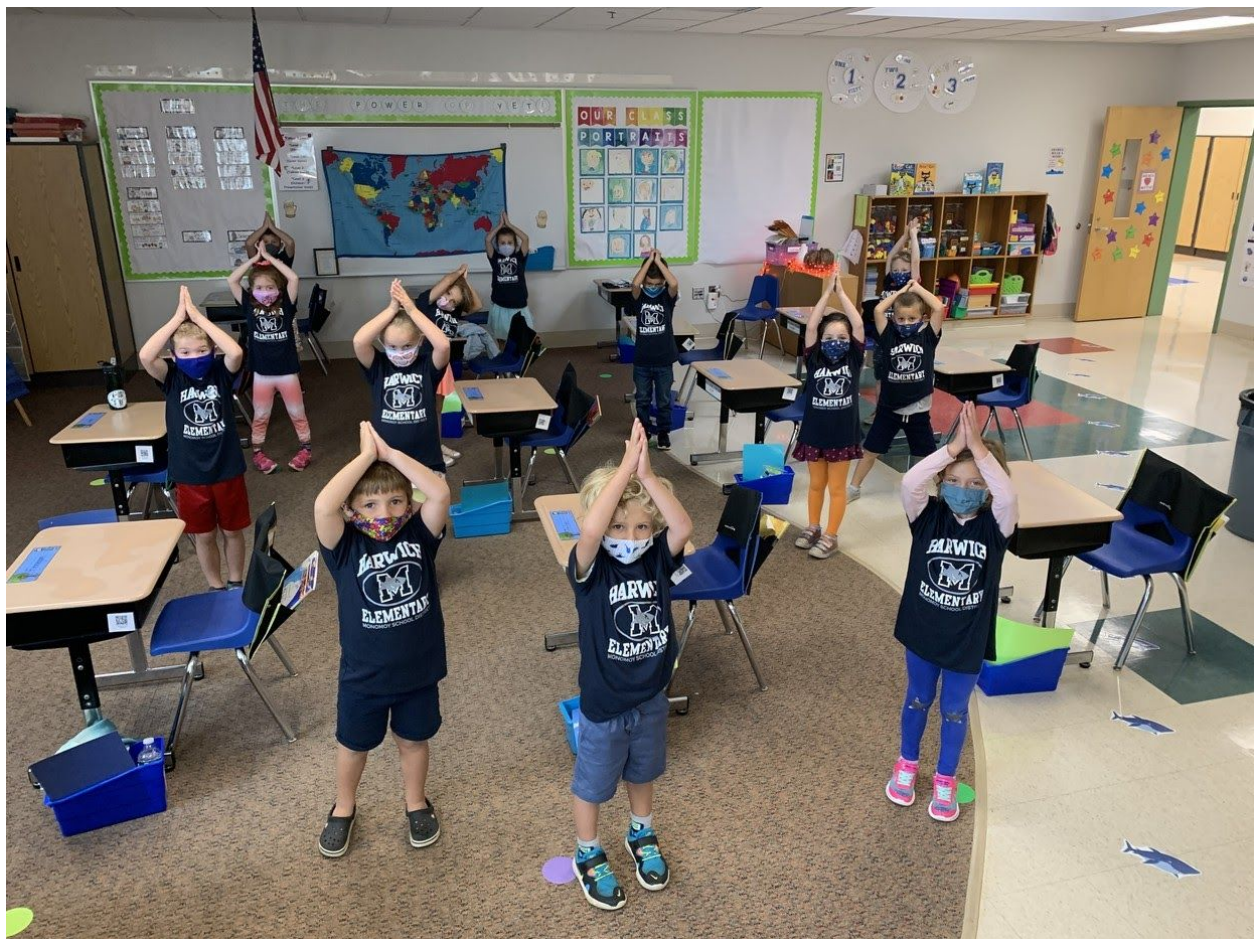




MONOMOY
REGIONAL SCHOOL DISTRICT



STRATEGIC PLAN UPDATE YEAR 1



October 8, 2020



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Strategic Objective 1: Expand Community Engagement and Partnerships

Narrative Summary

The Monomoy Regional School District Strategic Plan 2018-2022 established a high priority on equity. The first strategic objective in the plan is focussed on equity of access for families in the district as well as increased community engagement and student service to the community. The COVID-19 pandemic has tested the communication channels of the district and encouraged innovation. MRSD has worked hard to implement tools that enhance translation of district communications to families for whom English is not their primary language, as well as investigate modes of communication that support access.

Remote Learning challenged district leadership to ensure access to learning for all our students regardless of language status, socioeconomic status, special education status and family structure. This work began in the weeks leading up to the closing of schools where families were surveyed to better understand their access to technology so as to proactively solve these access issues. The COVID-19 pandemic created an opportunity to provide a consistent approach for student access to learning through technology and forced all staff to consider means of communication that stretched far beyond our traditional approaches.

Prior to the focus on instruction during a pandemic, the schools in the district all continued to leverage existing relationships within the community as well as establish new partnerships that supported enhanced learning opportunities, provided students with real-world application of skills, provided food to families, extended the learning day for many students, and much more. Monomoy Regional School District has established itself as the centerpiece of the Chatham and Harwich communities and continues to both support the needs of these communities as well as draw on the vast resources available within.





Initiative 1: Differentiate family engagement to improve partnerships with families of underrepresented students

➤ **Action Step 1a** - Develop strategies and alternate structures of communication to engage underrepresented families, with 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.

Year 1 Progress

- In collaboration with the district's teachers of English as a second language, communicated with families regarding the district's desire to form a Parent Advisory Council.
- Superintendent recruited four family members from our district for whom English was not their first language to speak at graduation about their experiences raising children in America.
- COVID-19 closures halted planning for an initial Parent Advisory Council meeting.

Next Steps

- Launch of the Monomoy Equity Task Force
- EL Director to participate in English Learner Parent Advisory Council (ELPAC) training provided by DESE.
- Using skills developed in ELPAC training, form the first Monomoy Regional School District ELPAC.





➤ **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.

Year 1 Progress

- Internal review of the EL program identified a need for a more effective monitoring of year to year progress towards English proficiency.
 - Procedure established for utilization of new DESE report on progress goals for English Learners.
 - Procedure established for student's not meeting proficiency progress targets as defined by DESE, communicated to all ESL staff and building leadership, and added to the EL Handbook.
- Title I and Title III funded after school programs for students.
- High School Dance Club founded.
- Middle School bicycle repair club founded.
- Budget proposal for reverse express bus at the middle school to increase access to early morning programming.

Next Steps

- Vacation week camp for EL students (level 1 and level 2) funded through Title III and an additional DESE competitive grant.





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

Year 1 Progress

- Baseline data collected by each building regarding participation of students and families at schoolwide events.
- Data collected disaggregated by student demographics.

Next Steps

- Each school to work with Family Engagement Coordinator to implement strategies that arise from Equity Task Force to remove barriers that limit participation in school-wide events.

➤ **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

Year 1 Progress

- Survey sent out to the school community to establish device availability at each Monomoy student's home along with internet access at each home.
- As the district transitioned to Distance Learning, this information was utilized to provide each student with a chromebook that needed one. Additionally, 15 district purchased wifi hotspots were handed out to families that did not have reliable internet access at home.
- Building leadership, the Family and Community Engagement Coordinator, and the Director of Instructional Technology also worked closely with families to connect them with the Internet Essentials program from Comcast, which provides low-cost internet to qualifying families.
- The Family and Community Engagement Coordinator worked with local volunteers and businesses to build two little free libraries to be located in public spaces convenient for Chatham Elementary School students.
- The Family and Community Engagement Coordinator organized the distribution of free books to families during the spring and summer of 2020.

Next Steps

- MRSD has increased its chromebook lease agreements so that we will be 1:1 with chromebooks K-12 by November of 2020. This will allow the district to deploy chromebooks to every student in the district should we need to transition to Distance Learning again.



- The curriculum and technology departments continue to explore and pilot internet-based resources that support student learning both in school and beyond the school day. A process was developed for teachers to recommend products for review and approval.
- Roll-out of Clever - a single sign-on tool that connects all the student and staff applications into one, easy to access, portal.

➤ **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

Year 1 Progress

- This task was not completed in FY 20
- Timelines delayed by one year.





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Initiative 2: Increase Community Involvement in Our Schools

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

Year 1 Progress

- The Family and Community Engagement Coordinator continually gathers information about the businesses and organizations that are supporting activities within MRSD. The CEC also ensures that recognition is given to these groups at School Committee meetings.

Next Steps

- Develop a searchable database of these businesses and organizations to simplify the process of reaching out for support when needed.

➤ **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

Year 1 Progress

- Supported the expansion of the MRHS Internship program so that nearly 60 seniors at MRHS were able to participate in a semester long internship in the community this year. Working in close collaboration with the internship coordinator, the Family and Community Engagement Coordinator was able to expand community participation in this program to its highest levels since the founding of the program.
- Cultivate relationships with local volunteers, experts, organizations, and businesses so that those can be accessed when needed by teachers or administrators for specific projects.
- Continued the Monomoy Lighthouse Leader Mentoring Program, which has caring adults volunteers mentoring students one on one to develop relationships, self-esteem, and interpersonal skills.

Next Steps

- The Family and Community Engagement Coordinator will launch the Monomoy College Mentoring Program to support students as they prepare for, apply for, and locate funding for college. The focus will be on students who are the first in their family to attend college and will access the deep pool of educated retirees in our community.



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➤ **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

Year 1 Progress

- Chatham Elementary School playground construction completed in the Fall/Winter of 2019 with an official opening of the playground January 7th 2020.
- Harwich Elementary School's old playground was demolished and removed.
- Harwich Elementary School Playground Committee received support from the Board of Selectman and the Community Preservation Commission for funds to support the construction of a new playground. Approved at Town Meeting - September, 2020

Next Steps

- Begin construction of the new play space at HES.



Initiative 3: Expand Service Learning

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

Year 1 Progress

- This action step has not been fully completed.
- Some of the examples of service learning include:
 - Elementary students engaged in service learning projects while distance learning in Spring 2020: Students selected a problem in their community, researched solutions, contacted local experts, and presented their desired solution to the class.
 - MRMS students participate in water quality testing and shellfish bed caretaking in collaboration with local agencies and organizations.
 - MRHS Grade 8 students participate in Project Citizen, in which they identify a problem, research legislative and community solutions, and present those at a special event at the Massachusetts State House.

Next Steps

- Prepare a report for the School Committee that inventories the service learning activities occurring at each school
- Special considerations will need to be given to the large shift in instructional model this year due to COVID-19





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

Year 1 Progress

- The MRHS Internship program expanded to include nearly 60 seniors in a semester-long internship in the community this year.
- During the spring semester, all grade levels at the elementary schools launched a Project-Based Learning Capstone Units that included several service components. All students participated in these capstone projects in grades PreK-4

Next Steps

- Supported by a grant won by Chatham Elementary School through DESE's Kaleidoscope Project, a team of teachers will create another Project-Based Learning Project to be implemented this fall across all classrooms grades K-4. These units will include a service learning component.

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

Year 1 Progress

- This action step was not completed last year

Next Steps

- This topic will need to be brought to the MRHS School Council for initial discussion and for a feasibility study.



Strategic Objective 2: Strengthen Social and Emotional Well-Being

Narrative Summary

The social and emotional wellbeing of the students and staff of the Monomoy Regional School District continues to be a significant priority. Heading into this Strategic Plan, MRSD is focused on the development of healthy relationships among students, among staff, and between students and staff. Additionally, the district is pursuing a fully integrated social-emotional learning curriculum as a key outcome of this Strategic Plan.

The district has identified relationships as a key metric for measuring progress towards this objective. In this year of the plan, steps were taken to implement a Connectedness Survey to all students in grades 3-12 that asks them about their relationships with the staff here in Monomoy. Specifically, the question asks, “In our school, are there staff members who show you warmth, understanding, respect, and interest, so that you are comfortable sharing your personal problems or concerns with them?” The schools in the district used student responses to this question to both establish a baseline for targeted improvement in addition to providing individualized, targeted intervention based upon student responses. MRSD is also entering the third year of implementing a more comprehensive survey that was created in partnership with DESE, that examines student responses to questions tied directly to each of the CASEL 5 Core Competencies for Social Emotional Learning. Data from this survey was also used to establish baseline data and intervene at the individual student level.

As the school district heads into a school year amid a global pandemic, a focus on relationships will be increasingly important. In addition to the actions steps laid out in the Strategic Plan, the district has and will continue to take school-based, district-based, and student-specific steps to ensure the social-emotional health of its students.





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

➤ **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

Year 1 Progress

- Connectedness Survey administered at Chatham Elementary School, Harwich Elementary School, and Monomoy Regional Middle School
- Results from first year of survey
 - 91% of CES students identified one person in their school they can go to if they are faced with a social/emotional challenge
 - 94.5% of HES students identified one person in their school they can go to if they are faced with a social/emotional challenge
 - 90% of MRMS students identified one person in their school they can go to if they are faced with a social/emotional challenge



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Next Steps

- Develop an evaluation rubric to look for core competencies in classroom practice
- Administration of Connectedness Survey at all Monomoy Schools
- Disaggregate Connectedness Survey data to examine for equity gaps

➤ **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

Year 1 Progress

- Social Emotional Learning Indicator System Survey administered to all students in the district. This survey addresses the five core competencies of Social Emotional Learning.
- Individual student reports generated and shared with building administrators and school psychologists to support student intervention and teacher planning.
- Data partner at DESE conducted data analysis from multiple administrations of assessment to provide trend data to district and school leaders.
- Administration and analysis of the Youth Risk Behavior Survey.
 - Public share of YRBS data by students at Monomoy Regional High School.

Next Steps

- Continued implementation of the survey.
- District and school level analysis of report produced by DESE.
 - Action planning to address areas for growth
 - Establishment of benchmark goals





Initiative 2: Strengthen Climate and Culture

➤ **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

Year 1 Progress

- This action step was not completed this year.
- Surveys were created for staff, students, and families regarding remote learning and that feedback was utilized to make adjustments last spring as well as heading into opening schools for the fall. Additional survey work and Conversations with the Superintendent occurred prior to the opening of school this fall, as well as surveys of staff, students, and families after the first two weeks of school.



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Next Steps

- Create survey by March 1.
- Seek feedback from Monomoy Administrative Team on survey and incorporate suggestions.
- Prior to end of school year: administer survey.

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

Year 1 Progress

- Principal's bulletins/newsletters included a regular section for Shark Shout outs and celebrations of staff success.
- Shark Shout out incorporated as a regular agenda item on MAT meeting agenda.
- Staff meetings at each building begin with celebrations and recognitions.
- Parent newsletters/communications at each school celebrate student success and celebrations.

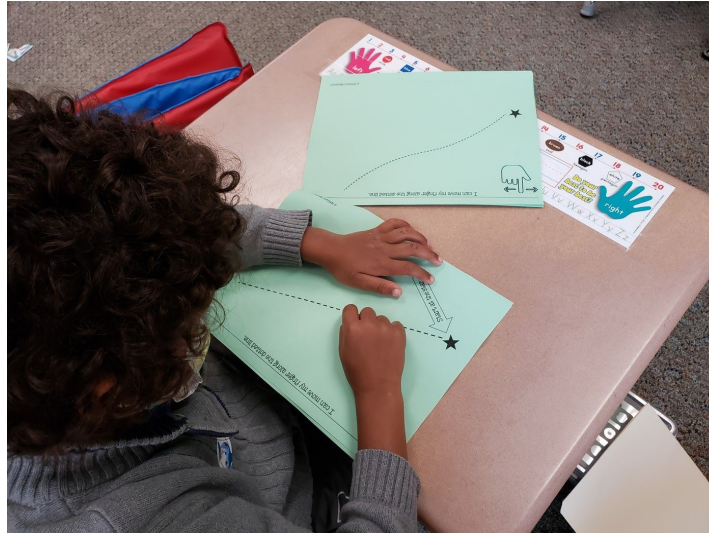
Next Steps

- Maintain existing channels of communication.
- Utilize information gained from Equity Task Force to enhance effectiveness of communication.





Strategic Objective 3: Close the Achievement Gap



Narrative Summary

The Monomoy Regional School District Strategic Plan 2018-2022 established a high priority on equity. The third strategic objective focuses on strategies to close persistent achievement gaps. In exploring our own internal data we have identified achievement gaps along the lines of race, socio-economic status, English-learner status, special education status, and gender. These achievement gaps apply to standardized test scores, access to advanced level classes, discipline and school honors and recognitions.

The district began its work in addressing this strategic objective by making these gaps public. Presentations have been made to staff and the School Committee so that the district can both build support for initiatives that address achievement gaps as well as to develop a sense of public accountability for creating positive change. It will be important that at both the school and district levels that we continue to analyze our common data points along these subgroups and take targeted action to address gaps.

Part of the work needed to address achievement gaps is work around culturally proficient instruction as well as direct work to address systems that oppress student access on the basis of race, able-status, language status, socio-economic status, and gender. Initial steps have been taken in addressing the staff's collective understanding of culturally responsive teaching through professional development. Additional professional development will continue. Further, the district has launched an equity task force designed to address systemic barriers within Monomoy.



Initiative 1: Improve Our Support for Differences of All Types within Monomoy Classrooms

➤ **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

Year 1 Progress

- All teaching staff and instructional assistant participated in professional development that:
 - Shared Monomoy's Achievement Gap Data as it relates to MCAS, Discipline, Honors/AP enrollment
 - Brought in an external expert to provide training on Cultural Proficiency and Implicit Bias
- Two texts offered to staff for summer read that related to cultural proficiency and culturally responsive teaching.
- Follow-up training created and presented to HES and MRMS.

Next Steps

- Follow up the whole district presentation on Implicit Bias and its effect on instructional decisions
- Develop a course for teachers that digs more deeply into this topic and offer for PDP's needed for recertification. Develop Course by January 1, 2021. Implement Course in Spring Semester.

➤ **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

Year 1 Progress

- COVID-19 shifted the professional development priorities for FY21 and the budget development for this year as well, so this action step was delayed.

Next Steps

- Include this training in the FY22 budget (approximate cost \$45K for teachers)



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

➤ **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

Year 1 Progress

- Provide two days of intensive training in Google Classroom, Google Meet, and Loom as district transitioned to remote learning in March of 2020.



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- Elementary Instructional Leadership Team developed a common learning template, lessons and parent access for all students in grades PK-4.
- All staff across the district utilized Google Classroom as the single Learning Management System.
- During the Summer of 2020, Modern Teacher professional development was offered and 70 Monomoy staff participated.
- Instructional Innovators team put together during the Summer of 2020 to develop professional development for colleagues focussed on utilizing technology to enhance collaboration, feedback, and engagement.
- During 10 days prior to opening of school, all staff participated in the first two modules of Modern Teacher professional development.
- During 10 days prior to opening of school, all staff will participate in Instructional Innovators training created by their colleagues.

Next Steps

- On November 3, 2020, the all district professional development day will be devoted to supporting technology-rich instructional models.

➤ **Action Step 2b:** Align all schools with a district-wide Response to Intervention 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

Year 1 Progress

- CES utilized the RtI framework to evaluate their model; however, they were unable to monitor adjustments for effectiveness.
- A consistent set of K-12 curricular materials were purchased to support ELL instruction in the district.
- An evaluation of the intervention model was completed and recommendations made to support students struggling to meet high school expectations in ELA.

Next Steps

- Align all schools with a district-wide Response to Intervention framework.
- Evaluate MRHS model for math and ELA support.
- Determine support needs for the ESL staff in implementing their new curriculum materials.



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

➤ **Action Step 3a:** Support the adoption of Universal Preschool 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

Year 1 Progress

- School Superintendent and Chatham Elementary principal have engaged in regular conversations with Town of Chatham officials and other stakeholders to explore options for Universal PreK for Chatham residents.
- Universal PreK not currently budgetarily sustainable in Harwich.
- In partnership with the YMCA, the district was able to utilize MRSD facilities to provide emergency day care options for first responders and essential workers during the pandemic.

Next Steps

- Ongoing conversations with town officials and key stakeholders regarding Universal PreK in both towns.

➤ **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

Year 1 Progress

- Through partnerships with the YMCA and Head start, this has been accomplished.
- Future expansion of programs in both Harwich and Chatham anticipated.



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

Narrative Summary

A key driver for ensuring equitable access to high quality instruction and integration of social-emotional learning in the daily experiences of students is a well-articulated curriculum. In investigating the state of the MRSD curriculum during the 2018-2019 school year it was determined that the rapid merging of the two existing districts of Chatham and Harwich had resulted in some inconsistencies in curriculum documents, processes, organization and storage. During the past 18 months staff have been working diligently to establish common scope and sequence documents for all “like-taught” core courses. Additionally, many core courses have also developed rich units to support instruction. Significant work was also done by the instructional leadership team to develop among all staff an understanding of the need for a common curriculum and a joint decision making process regarding scope and sequencing.

The next step in ensuring a district that is focused on student learning is to ensure that all staff have timely, relevant student data upon which to act. In order to take steps towards this, the PLCs used their common scope and sequence documents to develop common assessments. These common assessments, given at defined moments in time will allow for data-rich conversations around student learning that then feed a continuous curriculum review cycle.

Lastly, as the world around us continues to evolve and the needs of the modern job market morph, MRSD will need to continue to evaluate our instructional model to ensure we are producing graduates that are prepared for a successful transition into post high school life.





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

➤ **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

Year 1 Progress

- A working group was established that included representatives from the Monomoy Regional Educators Association and school/district leadership.
- Some progress was made in bargaining a new process; however, progress was slow and suspended due to the COVID closures last spring.

Next Steps

- Re-establish the working group.
- Propose the inclusion of a wider scope of educators to be included in the process.
- Resolve through the upcoming Unit A bargaining.

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

Year 1 Progress

- Common PLC goals created for all PLCs across the district:
 - Goals all focussed on curriculum
 - Three tiers for goal dependent on the current state of curriculum development in the grade-level/department:
 - Develop a common Scope and Sequence
 - Develop common assessments at key points in Scope and Sequence
 - Analyze student assessment data from common assessments in order to make improvements/enhancements to existing curriculum
- Training for all Instructional Leaders on Leadership Skills to lead this work within PLCs.
- Agenda monitoring and end of year data collection.

Next Steps

- Analyze progress made in each PLC.
- Establish grade-level/department goals in coordination with each building principal.



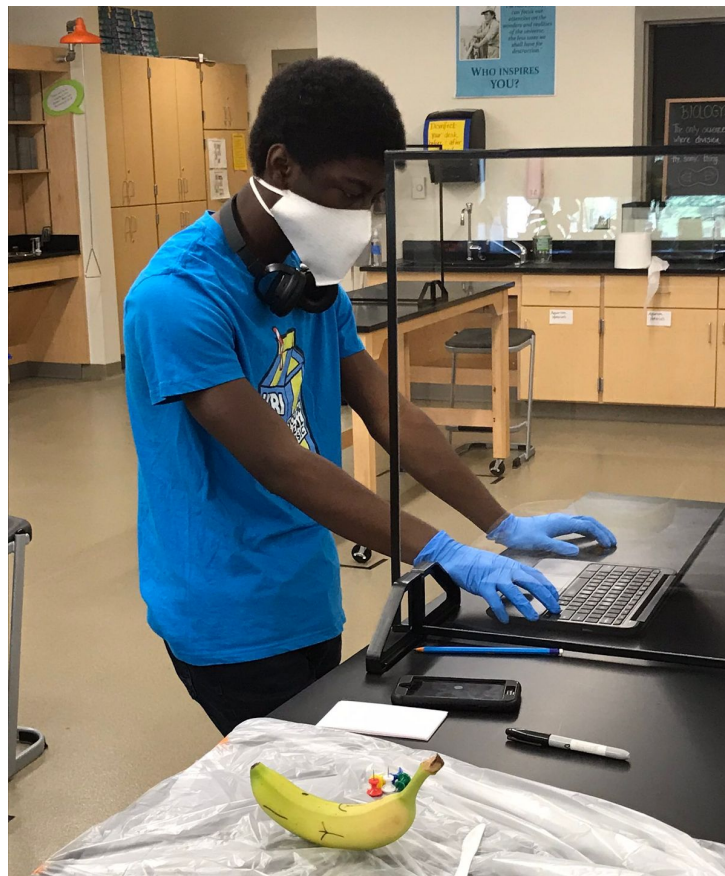
➤ **Action Step 1c:** Focus curricular work on developing a Monomoy curriculum in all content areas that is lived in the classrooms and is centered on the experiences and learning of students

Year 1 Progress

- Training developed for all curriculum writers in the district.
- Common Scope and Sequences developed for 85-90% of all core content areas - 2019-2020 school year, and summer of 2020.
- Documents filed and organized into a centralized, district-based system.

Next Steps

- Complete Scope and Sequence documents for all core content areas.
- Develop teacher-facing curriculum documents - linked to all current curriculum materials.
- Develop public-facing curriculum documents - linked to all current curriculum materials.





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

➤ **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

Year 1 Progress

- Extensive PreK-5 ELA curriculum review that ultimately resulted in the recommendation of the ELA curriculum resource ARC Core to the Committee. This resource embedded Social Studies content (including civics) into the instruction of reading. The program provided authentic, challenging, and experiential learning experiences for students through an inquiry-based model.
- The 9-12 ELA revision focused on a deeper review of the literature used with students so as to better include the diversity of thought, ideas, cultures and lived experiences of our students and the world beyond Monomoy. As such, the MRHS ELA department revised the canon in core courses and changed senior year English to have semesterised courses that offer a much more diverse offering of courses.
- Social Studies revamped the K-12 scope and sequence documents in order to reflect the changes to the new standards. Inherent in those standards is a focus on civics which plays out across all grade-levels.
- Evaluated the use of the US Citizenship exam and determined it didn't best meet our needs and the state guidelines ([linked here](#)) for an 11th grade civics project.
- Dedicated funds to the development of an 11th grade project.

Next Steps

- Lastly, consider replacements for US History and our grade 6-7 Social Studies courses. This will require an in-depth process like the ELA curriculum adoption required, and will require budgeting in the FY 22 budget (approximately \$12,000 per course).



➤ **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

Year 1 Progress

- Computer Science Task Force formed to explore both the vertical articulation of our K-12 computer Science curriculum as well as developing a universal approach to Digital Literacy instruction.
- Meeting was halted the shift to remote learning due to COVID-19.
- Prior to the conclusion of the meetings, the task force discovered MRSD has a strong foundation already for Digital Literacy and Computer Science Instruction. District is using many common resources K-12. Additionally, the task force spent some time articulating a common vision for students Computer Science and Digital Literacy skills.

Next Steps

- Reconvene task force and continue work on this action step.
- Determine ways to increase participation in the Computer Science program at MRHS.

