



MONOMOY
REGIONAL SCHOOL DISTRICT



2024-2028 Strategic Plan





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A message from the Superintendent



SCOTT CARPENTER, ED.D. SUPERINTENDENT

I am proud to present Monomoy Regional School District's 2024-2028 Strategic Plan. This plan will guide the operation of our schools in the coming years with a focus on the needs of our students, providing guidance and identifying priorities for a wide range of actions related to our schools – from professional development to curriculum planning to family engagement. Through focus groups and an extensive survey, our entire school community has participated in the Strategic Planning process. The focus groups and the survey were administered by consultants from Teaching and Learning Alliance, who are guiding our district through this process.

Our Strategic Plan Development Team compiled the data from the focus groups and surveys, and worked thoughtfully to create this Strategic Plan. Many thanks to the members of this group for their time and contributions! Their voices were an integral part of the process: Cherian Armstrong, Joe Auciello, Scott Carpenter, Christie Cutone, Abigail Dudley, Scotti Finnegan, Tina Games, Cynthia Gushee, Charles Gruszka, Meredith Henderson, Shelley LaSelva, Joy Jordan, Michael MacMillan, Robin Millen, Ryan Millen, Lissa Potts, Jo-anne Sheehan, Meaghan Smith, and Martha Stephens



Mission, Vision, and Core Values



Mission

Monomoy Regional School District places students at the center of an educational partnership with caregivers and the community to create a welcoming and innovative learning environment that builds relationships, encourages curiosity, and elevates all students to achieve their full potential.

Vision

Monomoy is committed to being an exemplary school district, where all of our students become creative and critical thinkers, communicators and leaders, independent and confident learners, and engaged citizens.

Core Values

Knowledge: We value curiosity and continuous growth

Dignity: We value every individual and their voice

Caring: We value kindness and compassion

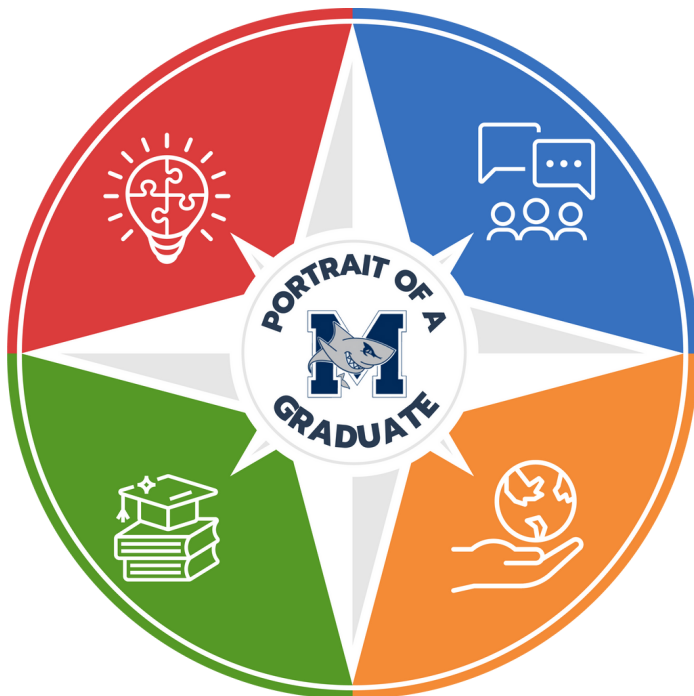
Stewardship: We value responsibility as citizens in our community and in our world

Courage: We value integrity, character, and the willingness to take risks



Portrait of a Graduate

Monomoy's Portrait of a Graduate is a collection of skills, attributes, and characteristics that we are committed to developing in each of our students from preschool through to graduation.



CREATIVE & CRITICAL THINKER

- Critical thinker and problem solver
- Creative, curious, and innovative
- Adaptable and flexible
- Prepared for college, career, and life



COMMUNICATOR & LEADER

- Effective communicator
- Work within and lead a team
- Consider other perspectives
- Collaborate, compromise, and negotiate



ENGAGED CITIZEN

- Act with integrity
- Treat others with empathy
- Recognize and respect diversity
- Engage civically, environmentally, and globally



INDEPENDENT & CONFIDENT LEARNER

- Self-motivated and independent
- Advocate for themselves
- Embrace challenges
- Resilient

Monomoy At a Glance

Enrollment by Race/Ethnicity (2023-24)

African American	7.0%
Asian	1.8%
Hispanic	10.4%
Native American	0.6%
White	73.9%
Native Hawaiian, Pacific Islander	0.2%
Multi-Race, Non-Hispanic	6.2%



Enrollment by School (2023-24)

Chatham Elementary School	151
Harwich Elementary School	477
Monomoy Regional Middle School	439
Monomoy Regional High School	702

**Total Enrollment
(2023-2024)
1,769**

Graduation Rates (2022)

All Students	91.9%
Male	91.2%
Female	92.6%
EL	85.7%
Low income	87.5%
High needs	87.5%
Students w/ disabilities	77.8%
Afr. Amer./Black	*
Asian	*
Hispanic/Latino	91.7%
Amer. Ind. or Alaska Nat.	*
White	91.7%
Nat. Haw. or Pacif. Isl.	*
Multi-race, Non-Hisp./Lat.	100%

Selected Populations (2023-24)

First Language not English	11.5%
English Language Learner	4.7%
Low-income	38.7%
Students With Disabilities	19.4%
High Needs	49.9%

** NOTE: Graduation rates are not publicly reported for cohort counts fewer than 6*

Strategic Goals

1

Portrait of a Graduate Implementation

Develop and implement a comprehensive plan to ensure that every graduate possesses the skills, attributes, and characteristics necessary for success in college, career, and life

2

Learning and Academics

Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of a Graduate to prepare students for college, career, and life

3

Being and Wellness

Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff



Strategic Initiatives

1 Portrait of a Graduate Implementation

Develop and implement a comprehensive plan to ensure that every graduate possesses the skills, attributes, and characteristics necessary for success in college, career, and life



1.1 Portrait of a Graduate Across the PK-12 Curriculum

1. Align curriculum with the skills and competencies outlined in the Portrait of a Graduate
2. Offer ongoing professional development for educators to equip them with the tools and strategies needed for effective implementation
3. Foster collaboration and learning communities among educators to support implementation

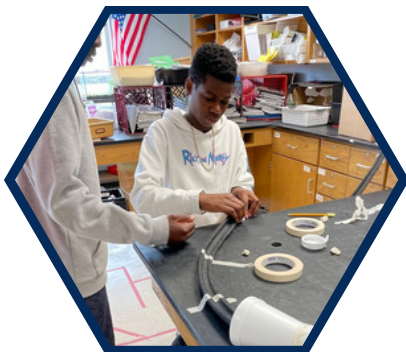


1.2 Engagement

1. Engage students and educators in understanding and supporting the Portrait of a Graduate initiative
2. Engage families and caregivers, community members, and local businesses and organizations in understanding and supporting the Portrait of a Graduate initiative
3. Expand partnerships with local businesses and organizations to provide additional resources and opportunities for students to develop the Portrait of a Graduate skills and attributes

1.3 Assessment and Feedback

1. Develop and implement innovative assessment methods to measure academic knowledge as well as the skills, attributes, and characteristics outlined in the Portrait of a Graduate
2. Solicit timely and constructive feedback to and from students and educators to support their continuous growth
3. Recognize students exemplifying the Portrait of a Graduate skills, characteristics, and attributes



2 Learning and Academics

Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of a Graduate to prepare students for college, career, and life



2.1 Curricular Excellence

1. Integrate literacy and mathematics across all disciplines with effective instructional strategies, evidence-based resources, and professional development for all educators
2. Utilize culturally responsive teaching strategies and diverse curricular materials to support various learning styles and needs
3. Promote early literacy development through partnerships with families and caregivers, early childhood providers, and community organizations
4. Continue to identify and address systemic inequalities that contribute to achievement disparities
5. Allocate resources to ensure all students have access to high-quality learning experiences



2.2 Civic Engagement and Real-World Learning

1. Continue to strengthen a robust PK-12 civics curriculum that incorporates competencies of the Portrait of the Graduate
2. Expand opportunities for students to participate in service learning projects and community engagement initiatives
3. Ensure that the curriculum integrates awareness of local and global perspectives
4. Create opportunities for students to engage in local, national, international, and cross-cultural experiences

2.3 Multiple Learning and Exploration Pathways

1. Expand life skills instruction into the curriculum, covering areas such as health and wellness, personal finance, and career exploration
2. Nurture partnerships with local businesses and organizations to provide real-world experiences and mentorship opportunities
3. Expand career pathways, including and beyond Project Lead the Way, to allow students to explore careers, potential college majors, and other post-high school training
4. Empower students, through the implementation of the Portrait of a Graduate competencies, to become self-advocates who can navigate their learning journey and future aspirations



2.4 Differentiation

1. Utilize data-driven assessments to identify individual student needs and strengths to personalize learning
2. Embed effective and evidence-based instructional strategies that encompass diverse learning styles
3. Provide students with choices and opportunities to personalize and deepen their learning through a variety of learning designs and flexible learning environments



3 Being and Wellness

Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff



3.1 Comprehensive Wellness Programs

1. Assess and implement holistic wellness programs that address mental, emotional, and physical well-being
2. Expand collaborations with health professionals and community organizations to enhance wellness initiatives

3.2 Safe and Inclusive School Environment

1. Foster authentic integration of inclusivity, belonging, and acceptance with discrete teaching across content areas
2. Strengthen relationships and connections to support students through proactive measures

3.3 Family and Caregiver Involvement

1. Engage families and caregivers in wellness initiatives
2. Provide resources on supporting students' mental, emotional, and physical well-being

Contact Us



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