



**Monomoy Regional School District - Monomoy Regional School Committee
Annual MRSC Workshop Agenda
Thursday, July 9, 2026 at 6:00 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

AGENDA

- A. Call to Order
- B. Reports and Discussions-none
- C. Housekeeping items-none
- D. Workshop:
 - a. Review of F26 School Committee Goals (Chair Schiff, Vice-chair Edwards)
 - b. Data-based decision making: Presentation of data and information to set the discussion for the development of F27 School Committee Goals (Dr. Millen, Mr. MacMillan)
 - i. Review of the 2024-2028 MRSD Strategic Plan-progress update
 - ii. Current demographics
 - 1. Harwich: Chatham resident student ratios
 - 2. English Language Learner numbers and home languages
 - 3. School choice enrollment
 - 4. Available classroom space in each elementary school and middle school
 - iii. Capital Projects
 - 1. Current building project at MS and other facilities
 - 2. Projected building projects in district
- E. Working group for regional agreement (Chair Schiff)
 - i. Composition
 - ii. Initial discussion collaborating with towns to move forward with this work
- F. MRSD SC SMART goals and action plans (Chair Schiff)
 - a. Initial discussion and decision on how to make these goals actionable
 - b. Develop a plan for drafting and approving F27 SC goals
- G. Adjournment

Authorized Posting Officer

Roberta Simmons

July 7, 2026

MRSC 2025-2026 Goals

Goal #1: The MRSC will engage in a Superintendent Search

Action Steps:

1. Create a Sub Committee for the Superintendent Search
2. Develop a Timeline for the Search
3. Complete all phases of the search to hire a Superintendent to start by July 2026 and allow adequate time for transition.

Goal #2: The MRSC will support a Diversity, Equity, and Inclusion audit within our district.

Action Step:

1. Continue to support the Administration in the process of the audit
2. Review the administration's recommendations regarding the scope of the audit.
3. Receive updates on DEI professional development and any opportunities for continuing education.

Goal #3: The MRSC will work toward strengthening Employee engagement based on the results of the Staff survey

Action Steps:

1. Identify areas of opportunity to improve staff engagement
2. With the Administration, MRSC will analyze the impact of each opportunity and develop a plan

Goal #4: The MRSC will review the Regional Agreement based on the request from the Town of Harwich

Action Steps:

1. MRSC will continue ongoing meetings with Select Board Liaisons
2. Invite the Select Board members from both towns to meetings where critical budget information and the regional agreement are discussed
3. Inform the process of any amendment to the Regional Agreement to the Community
4. Provide feedback for any proposals from either town.

Goal #5: The MRSC will explore Universal Preschool for 4-year-olds in Harwich and Chatham

Action Steps:

1. Administration will explain how universal PreK would be beneficial to our families and to the long-term outcomes for the children to the Town Managers and discuss the high-level logistics. School Committee liaisons would do the same with Select Board members from each town.
2. Administration would conduct a survey of family interest in both towns in collaboration with the Monomoy Family Resource Coordinator.

3. Administration would report back to the full School Committee the results of the survey, conversations with the towns at a November School Committee meeting, and initial feedback on our new PUPS Program at Chatham Elementary.
4. The School Committee would subsequently discuss whether this initiative should be funded in the FY27 budget.



MONOMOY
REGIONAL SCHOOL DISTRICT



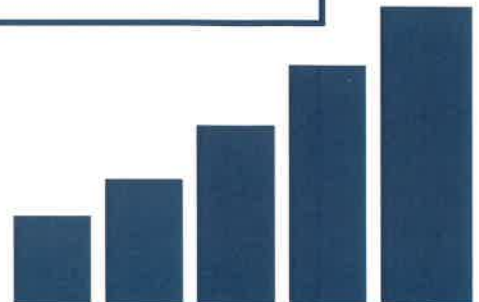
2024-2028 Strategic Plan





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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

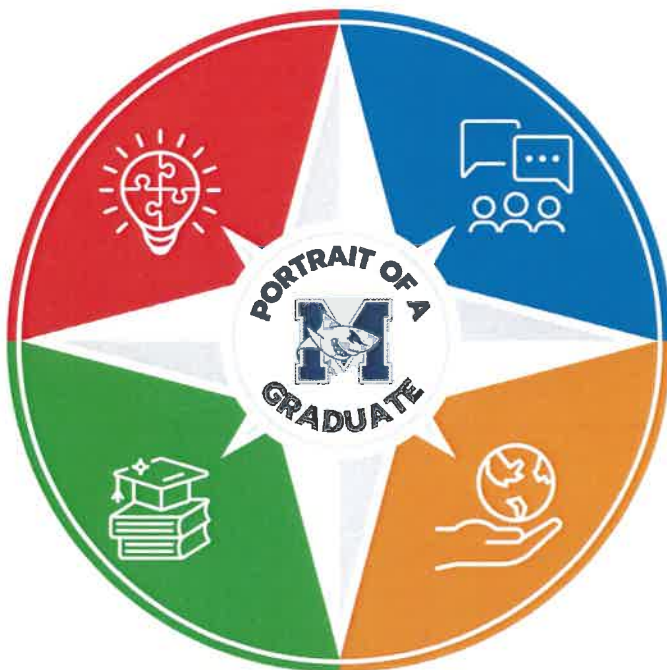
Stewardship: We value responsibility as citizens in our community and in our world

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%



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



Enrollment by School (2023-24)

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



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%

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



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%

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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Chatham MA 02633



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2024-2028 Strategic Plan Action Plan and Measures of Success Document

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

Please note: This planning document is being provided as an outline and framework for the district in the coming years. This document is not exhaustive of all the steps and actions the district will undertake, and it will be supplemented by the individual school improvement plans, the professional practice goals of educators and administrators and the student learning goals established by the professional learning communities within the district. This is a working, flexible plan that will be adjusted as successes are achieved and augmented if barriers arise. Updates will be provided throughout the duration of the plan using a variety of communication methods including, but not limited to, school committee presentations, Curriculum Night updates, caregiver newsletters, Superintendent communications, and special events.



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Status Descriptors for MRSD Strategic Action Plans

Dashboard monitoring status: Conceive; Initiate; Implement; and, Sustain

Conceive - the need is established and the idea is in formation
Initiate - moving from conceptualization to logistic development and launching
Implement - execute, resource allocation, monitoring, and cycle of improvement
Sustain- institutionalized into who we are; ongoing iterative cycle of improvement

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 Community 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/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

Portrait of a Graduate Implementation: Action Plan

Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Create a POG implementation team to define and operationalize the POG competencies, identify the preK-12 progression of POG competencies, and to draft correlated rubrics to assess mastery of this progression 2026- operationally define, create capstone rubrics, and planning	1.1, 1.3	Superintendent • Teachers • Related Service Providers • Counselors • Specialists • IAs • Superintendent • Curriculum Directors • Director of Student Services • Principals/APs • Students	Possible curriculum hourly wages for work completed beyond contractual hours Substitute funds	2025	Conceive	POG Task Force Team Posting
				2026	Conceive	POG Task Force Team Posting POG HS Nov PD #1 POG HS PD #2

Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Within current curriculum cycles, align the POG progressions with focus standards, essential questions and transfer goals and identify alignment in scope and sequence, unit/lesson planning, and assessments	1.1, 1.3	Curriculum Directors • Instructional Leadership Team • Curriculum Review Teams • Principals/AP Educators	Possible curriculum hourly wages outside of the school day Substitutes	2025	Initiate	Gr. 6 ELA Scope & Sequence Doc Gr. 12 Senior Project Gr. 8 POG Final essay Gr. 8 Project Citizen MRHS Crosswalk posters MRHS POG Nov PD Staff Feedback
						MRMS Addition of Community Service Learning Class in UA rotation (5th/6th)

Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Create a PBIS/NEASC Core Value revision team to crosswalk a progression of POG skills with existing PBIS expectations and share updated expectations across the community 2026 The revision team meets to review the status and develop next action steps for initiation Share across the community and get feedback	1.1, 1.2	Director of Student Services Mental Health Coordinator • Principals/AP • Teachers/ related service providers, specialists • Community Engagement Coordinator • Students	Possible hourly wages for work completed beyond contractual hours Mental Health coordinator payment for summer work	2025	Conceive	Shark Expectations Framework for CES CES SHARKS & POG Crosswalk PBIS/POG Student Expectations for MRMS 24/25 MRSD POG Skills posters (Nov. PD)
				2026	Initiate	

Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Create a yearly PD calendar to focus professional learning opportunities on developing a shared understanding of POG competencies and to design learning processes that integrate these traits into the classroom for all grade levels	1.1, 1.2, 1.3	MRSD Professional Development Committee • Principals/AP • Curriculum Directors • Instructional Leadership Teams	Professional development costs	2024	Initiate	2024 Jan PD Catalog 2024 Nov PD Catalog Nov. POG PD (district) Jan. POG PD (MRHS)
				2025	Implement	2025 MRSD PD webpage
				2026	Sustain	

Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Acknowledge POG implementation by including POG lesson design highlights in observation feedback and provide opportunities for celebrations at faculty meetings 2026-Share that information with the Community Engagement Coordinator in order to relay to families/community Align evaluation feedback across district including but not limited to educators, ILs, and admin.	1.1, 1.3	Evaluators (Principals/Assistant Principals, Director of Student Services, Curriculum Directors, Business Manager, Athletic Director) • Instructional Leaders • Educators	None	2026	Conceive	Regular social media and website features of POG in action in the classroom (can also be shared in school newsletters) CES rotates POG areas as the theme of each weekly newsletter. Archived newsletters

Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Revisit/Revise student recognition systems to focus on POG competencies, including, but not limited to, Awards Ceremonies, Superintendent/Principal Reports, and All-school Events	1.1, 1.2, 1.3	Principals • Instructional Leadership • Superintendent • Coaches/Extracurricular Leaders • Student Leadership	PR costs Recognition materials	2024	MRHS: Initiate MRMS, HES, CES: Conceive	MRHS Students of the Term HES Positive Phone Calls Home / Ordered Postcards for Positive Notes Home CES Sea of Success Posters in schools Connections in media/social media CES Raffle Tickets - tickets given when kids exhibit SHARKS attributes

			2025	Implement @ MRHS Initiate @ MRMS, HES, and CES	MRHS POG Term Awards Grade 8 Team Awards HES Positive Phone Calls Home / Ordered Postcards for Positive Notes Home HES Grade 4 Promotion Ceremony MRMS - Positive postcards home English Haitian Creole Spanish Redesign of EOY awards - All students will be recognized as one of the POG CES Raffle Tickets - tickets given when kids exhibit SHARKS attributes; weekly raffle drawing for SHARK prizes; class with most tickets each month receives a prize
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Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2026	Implement	MRMS out of the middle promotion ceremony will now include recognizing each student by POG

Create and implement yearly PR campaign to educate the community on POG components and benefits	1.1, 1.2	Community Engagement Coordinator • Principals • Superintendent • Business Manager • Student Leadership Teams	Possible PR Costs Possible event costs	2024	Conceive	Dedicated POG page on district website Posters in all four schools – each classroom has the full POG list and hallways and common areas have posters of individual POG categories with photos of students <i>Anecdota:</i> <i>Caregiver of student featured in a POG poster asked to print a copy for them as a graduation gift</i> <i>Many caregivers and educators comment on how nice it is to see students represented in the buildings in that way</i> <i>Visitors to the building frequently note the posters</i> Video series profiling each element of POG - first video done and shared in December (creative and critical thinker)
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Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2025	Initiate	A dedicated section of CES SHARK Alert with connections to POG Connections in media/social media with hashtags and graphic representation (photo frames, icons, logos, etc.), both in district social media/website and individual program/group accounts

			2026	Implement	Create new set of POG posters Continue POG video series Media features Parent University - What is the POG? Gather information about POG connections happening at the classroom level Regular social media and website features of POG in action in the classroom (can also be shared in school newsletters) Support school awards programs incorporating POG Create POG photo frames for use at school events/activities High School graduation ceremony principal video LINK
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Portrait of a Graduate: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
						CES rotates POG areas as the theme of each weekly newsletter. Archived newsletters

District Measures of Success-Portrait of a Graduate Implementation

1. Completed curriculum plans that include evidence of POG skills and competencies by June 2025
(ongoing per curriculum cycles)
 - a. [Grade 5 Scope & Sequence](#)
2. 2026 professional development plan that includes capacity-building opportunities related to the MRSD POG competencies and skills (ongoing each year)
 - a. Professional Development Pathway Programming
3. 2026 public relations calendar and Parent University courses featuring POG competencies and skills (ongoing each year)
4. Completion of MRSD POG Grade Level Expectations and Corresponding Rubric by June 2027

2 – Learning and Academics

Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of the 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 POG 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

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Dashboard monitoring status: Conceive: Initiate: Implement: and. Sustain

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Learning and Academics: Action Plan

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
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Reinstitute quarterly (to start) Ed Council to meet quarterly to provide opportunities to communicate Prek-12 capacity building of the data-informed decision-making and strategy implementation related to these goals 2026- Implement an internal accountability plan for decisions and outcomes related to SIP and strategic plan	2.1, 2.2, 2.3, 2.4	Curriculum Directors • Instructional Leadership Team, • Principals	Possible PD partnership costs	2024	Conceive	
				2025	Initiate	FY 25 Ed Council Agenda Hill for Literacy Agenda (Data-Informed decision making)
				2026	Implement	PLC internal accountability agenda focus

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Establish a team with the goal of investigating multiple pathway models and charged with making recommendations for a systematic, pathway design of learning for students that meets the district goals	2.3	Curriculum Directors, Director of Student Services • Principals • Superintendent • Students • Educators • Instructional Assistants • Students • Community Members	Possible hourly wages for work completed beyond contractual hours	2024	Conceive	
				2025	Initiate	School visits to schools with existing examples of pathway models (Jan. 2025) Innovation Career Pathway Program Intent to Apply (grant) Meetings year-long with internal ICP team to develop potential pathway. (Draft completed Jan 2026) Research Competency-Based Graduation
				2026	Initiate	AP Capstone Diploma PLTW Pathway Internship Pathway Oak Street Academy ICP

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Organize PR calendar to meet with at least 3 local organizations yearly to connect learning designs with experiential learning opportunities and early literacy themes	2.1	Community Engagement Coordinator • Superintendent • Internship Coordinator • Student Leadership Teams • Elementary Principals • MS and HS Principals	Potential partnership costs that result from connections	2024	Conceive	Title I meeting (early literacy) MRMS Career Day invited wide variety of professionals in to speak with students

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2025	Initiate	Continued expansion of internship program to include majority of seniors and some juniors <u>CES and HES STEM teams working with local businesses on real-world problems</u> <u>MRMS poetry displayed in local businesses and some Grade 5 student poets filmed for video profile of the unit</u> <u>CSL Coursework at MRMS - students engaging with local town administrators /</u> <u>CSL Overview (DRAFT)</u> Meetings with chamber directors in Chatham and Harwich in order to collaborate with local businesses and organizations
				2026	Implement	Continue and expand work above

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Continue to support the MRSD Wellness Committee to expand the opportunities for students to engage in real-life skills in instruction and wellness standards within the curriculum 2026 Implement goals established	2.3	Director of Student Services, Wellness Coordinator • Internship Coordinator • Curriculum Directors • Athletic Director • Wellness Team • Counseling Departments • Student Leadership Teams	Potential curriculum resource cost Possible hourly curriculum wage	2024	conceive	Wellness Policy Draft 2026 draft per DESE requirements -new
				2025	Initiate	FINAL Wellness Policy Wellness Goals - updated 6/23/26 Progress on goals - SC report
				2026	Implement	MRHS Leadership Summit Athletic Advisory Council

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Create a yearly Parent University schedule that builds a community understanding of themes in this area and also includes an early education option fair each year	2.1	Community Engagement Coordinator • Early Childhood Coordinator, • Directors of Curriculum, • Director of Student Services, • Principals, • Instructional Leadership Teams, • Student Leadership Teams • PTOs, • Early Childhood Council	PR costs	2024	Conceive	Parent University on School Safety in September 2024
				2025	Initiate	Family/Community internet safety session in conjunction with Children's Cove and DA office 24-25 and 25-26
				2026	Implement	Develop schedule for 2025-2026 Parent University: Literacy Night #1: 3/16 (focus on early childhood literacy) Literacy Night #2: 6/15 (PK-12)

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Within yearly curriculum cycles, ensure that applicable elements of these goals are integrated within the essential questions, transfer goals, and identify alignment in scope and sequence, unit/lesson planning, and assessments. 2025- Align evaluation feedback across district including but not limited to educators, ILs, and admin.	2.1, 2.2, 2.3, 2.4	Directors of Curriculum - Instructional Leadership Teams - preK-12 Curriculum Task Force Members	NA	2024	Implement	2024-2028 MRSD Curriculum Cycle Review Calendar Gr. 8 & 9 ELA Team Planning Meetings w/ Equity Pauses (Dec. 2025) Gr. 6 & 7 Social Studies Team Planning Meetings w/ Equity Pauses (Jan. 2026) Additional Planning Meetings Held: 5/28/26: US II & II 6/10/26: ELA Gr. 9 6/11/26: Civics (Gr. 8) Completed PK-12 Priority Standards/Progressions for ELA MRHS Spanish Priority Standard/LI LINK Add MRHS Math docs -Formatives

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2025	Implement	K-7 Math HQIM Adoption Process and Selection PreK-12 ELA Task Force & Task Force Action Planning February MAT meeting Agenda

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2026	Sustain	preK-12 ELA Curricular Review preK-12 STE Curricular Review preK-12 EL Curricular Review K-5 Mathematics HQIM implementation preK 5-7 Math HQIM Adoption Process and Selection CES -K-4 writing work • Daily Dive Writing • Fall All-School Writing Assessment • Fall Feedback MRMS - Grade level content scope and sequence work & teacher clarity work

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Create a yearly PD calendar that focuses on this pillar (DEIB, early literacy, Differentiation, how to incorporate in the learning design with multiple pathways) that is incorporated into a 4-year cycle of offerings on related to all strategic goals	2.1, 2.2, 2.3, 2.4	MRSD Professional Development Committee • Principals/AP • Curriculum Directors • DEIBAC • Instructional Leadership Teams • Educators • Instructional Assistants	Professional development costs	2024	Conceive	2024 Jan PD Catalog
				2025	Implement	2025 MRSD PD webpage 2025 Nov PD Catalog 2025 Dec PD Catalog
				2026	Sustain	MRSD professional development pathway website
Provide invitations to local early childhood providers for early childhood literacy professional development 2026-Implement PRISM grant action steps	2.1	Early Childhood Coordinator Early Childhood Instructional Leader • Director of Curriculum, Instruction, and Assessment • Elementary Principals	Professional development costs	2025	Conceive	PRISM grant application
				2026	Implement	Piloting <i>Lively Letters</i> in Pups program HQIM review and selection for pilot - *Resource selected 6/2026 IMPLEMENTATION PLAN - DRAFT

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
District will monitor yearly progression through student, caregiver/community, and teacher feedback, standardized assessments, behavior, and attendance	2.1, 2.2, 2.3, 2.4	Principals • Instructional Leaders • Superintendent • Director of Student Services • Curriculum Directors • Students • Educators • Students • Data Specialist	None	2024	Conceive	CES: Monthly MTSS Meeting Attendance Review; BOY, MOY, EOY Data Meetings Survey after school-wide/community-wide events (CES Curriculum Night survey) MRMS - Athletics, Grading, Communication

Learning and Academics: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
						MRHS MTSS • Alternate weekly SST/AIP MRHS Data Team • End of Q1. Q2. Q3 MRHS Restorative Justice Coordinator MRHS Monthly Attendance Review Meetings
				2026	Implement	MRMS - Team meetings, student concerns meetings, MTSS team, Attendance board, data review meetings MRHS Annual Review of Conduct Referrals MTSS/AIP Implementation Attendance Policy Implementation with Formal Credit Appeal Process

District Measures of Success-Learning and Academics

1. Decrease in suspension of 1-3% and chronic absenteeism rates by 10% by June 2028

	All Students	English Learner	Students with Disabilities	Low Income
% Chronically absent 2023	20.6	29.1	26.7	26.5
% Chronically absent 2024	12.8 (7.8%)	12.2 (16.9%)	19.9 (6.8%)	18.6 (7.9%)
% Chronically absent 2025	15.2 (5.4% from 2023)	15.1 (14% from 2023)	18.3 (8.4% from 2023)	21.3 (5.2% from 2023)
% Chronically absent 2026	10.9 (9.7% from 2023)	17.0 (12.1% from 2023)	14.2 (12.2% from 2023)	16 (10.5% from 2023)
% Out-of-School Suspension 2023	2.1	—*	4.4	3.4
% Out-of-School Suspension 2024	1.9 (0.2%)	—	4.3 (0.1%)	3.6 +0.2%
% Out-of-School Suspensions 2025	2.8% +7% from 2023	—	5.4% +1% from 2023	4.5% +1.1% from 2023
% Out-of-School Suspension 2026	1.4% (.7% from 2023)	—	3.4% (1% from 2023)	NA

2. 10% increase in the percentage of students meeting or exceeding on Math and ELA MCAS from 2023 MCAS results as measured by 2028 MCAS results

All Students	Grades 3-8 English Language Arts	Grades 3-8 Mathematics	Grades 3-8 Science
2023	51%	48%	53%
2024	47% (4%)	46% (2%)	60% +7%
2025	45% (6% from 2023)	45% (3% from 2023)	51% (2% from 2023)
2026			

3. Attendance of local early childhood providers in district early literacy curriculum professional development events

- a. Invitations sent to all childhood providers for both November PD session and January PD session. No providers attended. November session was recorded and sent directly to providers.
- 4. 2026 professional development plan that includes capacity-building opportunities related to the MRSD POG competencies and skills (ongoing each year)

- a. [November PD Catalog 2025](#)

- 5. 2026 public relations calendar and Parent University courses featuring POG competencies and skills (ongoing each year)

- a. Parent University: Literacy Night #1: 3/16
- b. [Literacy Night #2: 6/15](#)

2026-create measurable goal from stakeholders surveys related to MRSD Learning and Academics goals from 2024-2025 school year

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 Caregiver and Family Involvement

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

Status Descriptors:

Dashboard monitoring status: Conceive; Initiate; Implement; and, Sustain

Conceive - the need is established and the idea is in formation

Initiate - moving from conceptualization to logistic development and launching

Implement - execute, resource allocation, monitoring, and cycle of improvement

Sustain- institutionalized into who we are; ongoing iterative cycle of improvement.

Being and Wellness: Action Plan

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Continue to support the MRSD Wellness Committee to expand the opportunities for students to engage in real-life skills instruction and wellness standards within the curriculum Revamp This needs to be revamped as it should not be the wellness committee but the wellness department	2.3	Director of Student Services K-12 Wellness Coordinator - Internship Coordinator - Curriculum Directors - Athletic Director - Wellness Team - Counseling Departments	Potential curriculum resource cost High-quality instructional Material costs Hourly curriculum wage	2024	Implement	
				2025	Implement	Wellness Goals
				2026	Sustain	MRMS - Get Real curriculum continuing, weekly wellness walks, PE student wellness goals.

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Increase accessible opportunities for students and caregivers to engage with local health and wellness organizations 2026 how do we promote and communicate	3.1, 3.3	Director Student Services Community Engagement Coordinator - Wellness teachers, Career educator, Nurses, Administration - Students District Wellness Team, Mental Health Coordinator - Director of Technology	Potential costs of systems (ie CareSolace, EAP...)	2024	Conceive	
				2025	Initiate	Presence of Outer Cape Health Navigator office in MRHS – provides health care services as well as connections to other resources Sharing Kindness resources available, including grief groups for students Harwich Youth and Family Services programming for students and families Cape Resource Directory

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2026	Implement	Expand Community Resources section of website Continue to share resources with families via newsletters and social media
Expand on the variety of school day and after school activities and proactively identify and remove barriers to participating	3.2, 3.3	Building administrators DEIBAC Team • Club coordinators • Coaches • Student Leadership • Director of Student Services	Transportation costs, stipends	2025	Conceive	HES Added Strings to Instrumental Lessons HES provides transportation for students in afterschool clubs MRMS - Hired Club Coordinator - completing analysis of access to clubs and sports. CES after-school clubs. Jawsome Hour ensures that students have full access to clubs during the school day

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
				2026	Initiate	MRMS - increased organization and parent communication through club coordinator. Completed participation analysis
At mid-year and again at end-of-year, administer an assessment to all MRSD students to identify students who do not claim to have a trusted adult in their school building (SELIS or other) and the SEL team at each school will then develop a plan to intervene with identified needs	3.2	Director of Student Services Mental Health Coordinator	Possible cost for visible mentors	2024	Initiate	
		• Director of Technology, Building Administrator • s, • Classroom Teachers, District counseling teams • Students Data Specialist		2025	Implement	CES Trusted Adult Survey student responses recorded on student MTSS file notes
				2026	Implement	MRMS - positive relationship survey with silent mentor. Use of SELIS and SSIS to determine tier 2, counseling group.

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
A focus within SEL instruction will be to prioritize, teach, and assess the growth and development of the self-management competency. Self-management is related to students' abilities to manage their own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	3.1, 3.2	Director of Student Services Mental Health Coordinator • Director of Technology, Building Administrators, Classroom Teachers, District counseling teams • Students Data Specialist	Possible curriculum costs	2024	Conceive	
				2025	Initiate	SSIS Data SELIS Data
				2026	Implement	CES SEL Groups based on SSIS data - Pilot MRMS - Targeted groups based on SELIS data SSIS district summary self-management District Data on 5 SEL competencies

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
Conduct employee wellbeing surveys at least two/three times/year with follow-up action plans and yearly goals	3.1, 3.2	HR coordinator, Business Manager • Director of Technology • Superintendent • Principals • Union • Leadership • Wellness • Committee • Data Specialist	Possible wellness plan costs	2025	Conceive	HES Weekly Survey MRSD Employee Survey
				2026	Initiate	MRSD Employee Survey - Spring 2025; repeat Spring 2026 (?) Create Staff Shoutout recognition series Staff Newsletter (includes budget and other updates). Change Employee Survey to every other year.

Being and Wellness: Implementation Plan	Goal	Responsibility	Fiscal Implications	Start Date	Status	Evidence
The district will monitor yearly progression through student, caregiver/community and teacher feedback, standardized assessments, behavior, and attendance	2.1, 2.2, 2.3, 2.4	Principals Instructional Leaders Superintendent Director of Student Services Curriculum Directors Educators Students Data Specialist	None	2025	Conceive	HES Weekly SST Meetings MRMS - Team meeting structure - MTSS systems - Caregiver Survey for SIP focused feedback
				2026	Initiate	Special education - parent/caregiver survey on their experience with the IEP process. 100% satisfaction

District Measures of Success-Being and Wellness

1. 3-5% Increase in student perception of school culture and climate as measured by 2028 VOCAL data

Benchmark: 30 points cut score - Least favorable to Somewhat favorable

Benchmark: 50 points cut score - Somewhat favorable to Favorable

Benchmark: 70 points cut score - Favorable to Most favorable

* Lower scores on safety = feelings of a safer school climate

School/ District	All					English Learners					SWD					Low Income				
	2023	2024	2025	2026		2023	2024	2025	2026		2023	2024	2025	2026		2023	2024	2025	2026	
Climate (overall)	50	50	62			51	51	53			53	51	50			49	49	51		
Engagement	50	50	60			NA	54	55			52	52	51			50	50	52		
Safety*	48	47	62			NA	45	50			51	47	47			46	46	48		
Environment	52	51	62			NA	53	58			55	54	53			52	52	54		

2. Decrease in suspension of 1-3% and chronic absenteeism rates by 10% by June 2028

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% Out-of-School	2.1	—*	4.4	3.4

Suspension 2023				
% Out-of-School Suspension 2024	1.9 (0.2%)	–	4.3 (0.1%)	3.6 +0.2%
% Out-of-School Suspensions 2025	2.8% +.7% from 2023	–	5.4% +1% from 2023	4.5% +1.1% from 2023
% Out-of-School Suspension 2026	1.4% (.7% from 2023)	–	3.4% (1% from 2023)	NA

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2025	45% (6% from 2023)	45% (3% from 2023)	51% (2% from 2023)
2026			

4. 2026 professional development plan that includes capacity-building opportunities related to the MRSD Being and Wellness

- [MRSD professional development pathway website](#)
- PD Catalogs

5. 2024-2026 public relations calendar and Parent University courses featuring SEL and Mental Health topics
6. Feedback from all stakeholders related to MRSD Being and Wellness goals from 2024-2025 school year
 - a. MRSD Wellness Plan