

**Mascoma Valley Regional School  
District**

**2020-2025 Strategic Plan**

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**MASCOMA INSPIRES!**

**Build the path you want to take**

# Strategic Plan (2020-2025)

## The story behind our New Strategic Plan

In April 2019, members of the SAU 62 Administrative Leadership Team met to begin to develop a set of questions on how to redesign educational experiences to best prepare our students to meaningfully compete and contribute in the 21st century. These questions centered on the use of technology, the roles of the teacher and the student in the educational process and ways to deploy a variety of tools to build a strong learning community that addressed the social and emotional learning of a diverse population. The Administrative Leadership Team agreed that a focus on the following was important to consider within the Strategic Plan:

- Raising Academic Expectations
- Improving Assessment Practices
- Leveraging Learning Communities
- Developing a Vision, Mission and Action Plan for the District

A Strategic Planning Working Group was formed and immediately set out to identify strengths and opportunities within the current School District that complemented the work done by the Leadership Team. This Working Group was made up of members of the school and the community and brought new ideas and multiple perspectives to a variety of issues.

The Working Group created a comprehensive plan to get input from the School and Community at large. A set of Community Listening Sessions were held along with an online survey to solicit thoughts and ideas on what knowledge, skills and abilities students should have in the future and how the school district can best serve those students now and in the future.

A revised, comprehensive Mission Statement was created along with a new, inspiring Vision for the School District. After several meetings, a first draft version of the Strategic Plan was developed and presented to the School Board for review.

The Strategic Plan was completed on July 1, 2019. The following areas were identified as being most important.

- Leveraging Learning Communities
- Improving Academic Quality and Expectations for Teachers, Students and Staff
- Building a Safe, Respectful Community
- Improving Communication and Collaboration

The culmination of their efforts is contained in this Strategic Plan, which provides a future focus for the students, teachers and the community of Mascoma Valley Regional School District.

## MASCOMA VALLEY REGIONAL SCHOOL DISTRICT - SAU #62

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In July 2019, the Mascoma Valley Regional School Board will adopt our 2020-2025 Strategic Plan, which addresses many of the needs of our school district. Over the next five years, our staff, community and school board will work diligently to accomplish the goals outlined in this plan. Improvements to several of our processes at the central office level will support student learning at the building level. A joint effort by our administrators, teachers, support staff, School Board and community members are needed to accomplish our established goals in the focus areas of: Leveraging Learning Communities, Building a Safe and Respectful Community, Improving Communication and Collaboration, and Improving Academic Quality and Expectations for Teachers, Students, and Staff.

Eager to begin the process of creating our five-year plan, an invitation went out to our community for volunteers to assist in this process. In addition, a small number of district and building staff members provided direction and oversight to the development of the Mascoma Strategic plan. This in-depth process of meetings, research, and group strategizing took place over four months, which resulted in our 2020-2025 Strategic Plan. While the primary focus of our plan is to address the challenges we face currently, this plan focuses strongly on future instruction, student achievement, and social emotional education.

The four focus areas combined provide a customized learning environment for all of our students. Through the accomplishment of the goals set forth in this plan, our District has the potential to become a model public school system for other districts throughout the State of New Hampshire.

As superintendent, I am incredibly proud of the work we have done thus far and eagerly look forward to the challenges and opportunities that will become clear as we implement our strategic plan. I appreciate the vision and leadership of our School Board and community. They have provided support and enthusiasm in encouraging us all to think differently about the services and opportunities we provide to our students.



Amanda Isabelle

Superintendent of Schools

Mascoma Valley Regional School District

## **Our Mission**

**We are a community that values creativity, curiosity and the pursuit of excellence, cultivating our strengths and interests to inspire partnerships in the district, community and the world beyond.**

## **Our Vision**

**Mascoma Inspires!  
Build the path you want to take**

# MASCOMA STRATEGIC PLAN FOCUS AREAS AND GOAL STATEMENTS

## FOCUS AREA 1-LEVERAGING LEARNING COMMUNITIES

**Goal 1: The MVRSD will build connections locally (civic, business, volunteer)**

### Strategies

#### 2019-2020

- Expand the partnership between MVRSD and the Mascoma Valley Parks and Recreation Department to include:
  - After school STEM programming at IRS
  - Summer Computer/Tech Camp for all students

#### 2020 – 2021

- Implement the Indian River after-school STEM program
- Implement Summer Computer/Tech Camp for all students
- Develop a proposal for an after-school Teen Center at Mascoma High School

#### 2021-2022

- Monitor the success of the IRS after school STEM program and evaluate the overall effectiveness
- Monitor the success of Summer Computer/Tech Camp program and evaluate the overall effectiveness
- Implement a Teen Center at Mascoma High School

**Goal 2: The MVRSD will examine learning opportunities beyond each school's four walls**

### Strategies

#### 2019-2020

- Conduct a baseline study of current opportunities to create customizable learning activities that complement the traditional curriculum

### 2020– 2021

- Create an action plan for two learning activities that reflect the result of the baseline study

### 2021-2022

- Implement and monitor the action plan.
- Expand opportunities for multi-school clubs to work together

**Goal 3: Foster curiosity and creativity in students so they recognize that learning happens all the time, everywhere.**

### Strategies

#### 2019-2020

- Identify community members who are willing to volunteer in our schools
- Conduct a projected enrollment study to determine staffing needs at all schools
- Conduct a survey for vocational arts learning opportunities for students

#### 2020-2021

- Invite said community members to participate at our schools
- Using the data from the enrollment study, budget for necessary positions (i.e.) full time art, full time music, full time librarians, etc.
- Using the data from the study, create an action plan for expanding vocational arts learning opportunities for all students
- Provide professional development for interested teachers on the “Genius Hour”

2021-2022

- Monitor the volunteer activities in our schools during the past year
- Hire teachers budgeted during the 2020-2021 school year.
- Implement the action plan for the vocational arts opportunities for all students.

## **FOCUS AREA 2 - IMPROVING ACADEMIC QUALITY AND EXPECTATIONS FOR TEACHERS, STUDENTS AND STAFF**

**Goal 1: The MVRSD will diversify life skills to include: finances, ethics, morals, self-care, technology skills and citizenship.**

### Strategies

#### 2019-2020

- Create a listing of Life Skills (Learning Outcomes) that the community expects students to have when they graduate
- Cross check the courses already in place to find where these outcomes are already being taught and other logical places to insert the teaching of these skills
- For full semester courses, such as economics, create a synopsis of skills that should be reviewed or taught in a Life Skills Course
- Include the Life Skills course in the Program of Studies and encourage students to sign up for the course
- Design and budget for purchase of a curriculum for Mascoma Life Skills course
- Continue to monitor the Social Emotional Curriculum

#### 2020-2021

- Implement Life Skills course at Mascoma Valley Regional High School
- Research the Hi SET Program (NH GED) program
- Survey community for interest in a local Hi SET program
- Decide if Mascoma should proceed with becoming a Hi SET site
- Meet with the Mascoma Parks and Rec Department to look at their Adult Ed offerings and decide if Mascoma will partner with the Recreation Department to pursue a wider listing of adult education courses at Mascoma High (digital photography, world foods, instrument lessons, world language, etc.)
- Continue to monitor Social Emotional Curriculum (grades Pre-K-8)

**Goal 2: The MVRSD will increase course rigor to meet NH standards from Pre K-Grade 12**

Strategies

2019-2020

- Create a report card committee charged with looking at grading as well as *Habits of Mind*
- Teachers will use the Mascoma Curriculum as written and assess using the tests in *Reading Wonders*, *Everyday Math 4* (EDM4), and newly adopted science (where applicable)
- Mascoma will review its Response to Intervention (RTI) programming in Pre-K to 12 and make recommendations for improvement.
- Teachers will be coached on how to write local assessments (*Quality Performance Assessments* at High School, *Universal Design for Learning* at Indian River School, Math Assessments by the Title 1 teams at Elementary Schools)

2020-2021

- Pilot new report card in Pre K-4 with the updated *Habits of Mind* (ready for expansion into grades 5-8)
- Teachers will use the Mascoma Curriculum as written and assess using the tests in *Reading Wonders*, *EDM4*, and newly adopted science (K-8)
- Mascoma will implement recommendations to the RTI program and make refinements as needed.
- Local assessments will be piloted and monitored by teams at each level.
- Learning Portfolios will be started in Grade 3 and maintained by students through grade 12

**Goal 3: The MVRSD will increase distance learning, professional community collaboration and mentorship programs**

Strategies

2019-2020

- Center for Personalized Learning team at MHS will review and redefine the use of the Computer Learning Lab
  - Virtual Learning Academy (VLACS) courses used for replacement of courses available at Mascoma will be limited to courses not offered in district, and for reasons approved by Principal, Guidance and student/family
  - The Apex Learning Inc. program will be used to recover credit
  - Committee to research moving Apex program to classrooms.
- Relocate VLACS lab to a more visible (central) area of the building
- Audit the Extended Learning Opportunity program with the purpose of identifying:
  - Who is using the program
  - What are they using the program to accomplish
  - How are students informed of the ELO program and encouraged to participate
- Team to examine the possibility of students enrolling in a hybrid course- either at a local college or at Mascoma High School (or in conjunction with another area high school)
- Guidance team will meet with CLIC (Upper Valley Business and School Partnerships) staff to explore ways to involve students with community businesses and explore mentorship opportunities

2020-2021

- Changes to distance learning will be implemented and monitored
- APEX classrooms will be located as recommended by committee
- Hybrid classes will be piloted (at least one at MVRHS and at least one from another educational institution)
- CLIC will have an expanded role at IRS and MVRHS- dependent upon results of prior year discussions

**Goal 4: The MVRSD will improve teacher participation in professional learning and demonstrate new knowledge and skills in classrooms**

Strategies

2019-2020

- A Committee made up of Professional Development Committee members and Executive Board members from the Mascoma Valley Regional Education Association will research and report to the administration on creative solutions for improving the delivery of district professional development
- Central Office Leadership team will work on ideas for non-monetary incentives for teachers and paras to attend Professional Development sessions
- A committee will be established to examine course evaluations done by students and families

2020-2021

- Creative Professional Development solutions will be put into place and monitored
- Pilot student and family evaluations of teachers/courses
- Teachers will be required to keep a file that includes: Administrator observations, *Professional Development 3 Year Plan* and outcomes, and student work samples. Portfolio will be reviewed by principals during annual review
- Course evaluations will be used annually as a method to improve student achievement

**Goal 5: The MVRSD will assess student achievement**

Strategies

2019-2020

- Review of ELO program and report out to Educational Issues Committee by the ELO director

- Guidance at IRS and MVRHS will review Student Portfolios to make sure that each student has a portfolio, information in the portfolio is kept up to date, and at least one non-academic “hobby” or interest of the student is included
- Local assessment grades will be available. Teachers will show evidence of **reteaching** and allow students to retake failed tests.
- State and National Assessments will be examined on a student by student, class by class, and grade level basis. Results will be shared with students and families. State and National Results will be shared with the public

### 2020-2021

- ELO program will be expanded so that at least 51% of freshman will complete 1 ELO by graduation
- The district Technology Integrator will be available to instruct students, teachers, and families in how to design a learning portfolio and how to maintain the portfolio
- Establish a Committee to look into Micro-credentialing.
- A report to EIC and the Leadership Team will be made at the end of 3<sup>rd</sup> Quarter. Board and Leadership will decide if they would like to proceed with a micro-credentialing program for students, staff and faculty

## **FOCUS AREA 3- BUILDING A SAFE, RESPECTFUL COMMUNITY**

**Goal 1: The MVRSD will support social-emotional development of all students and staff**

### Strategies

#### 2019-2020

- Continue and refine mindfulness exercises (eg. Mindful Moment at EVS) – aim for consistent implementation
- Identify teachers, staff, administrators who are “champions” of social-emotional development and wellness and recognize/celebrate their efforts

#### 2020-2021

- Advertise a job announcement to hire a second social worker for district
- Form a working group of “champions” to research existing evidence-based approaches and to develop programs to promote wellness and social-emotional development in K-12. Research funding opportunities to provide resources for, and evaluation of, programs

#### 2021-2022

- Apply for grants to develop, implement, and evaluate programs to promote social-emotional development and wellness

**Goal 2: Improve strategies to identify emotionally/physically vulnerable students**

### Strategies

#### 2019-2020

- Continue partnering with trauma expert Cassie Yackley

#### 2020-2021

- Seek and build relationships with organizations that offer mental health services (West Central, Mascoma Community Health Center

(if applicable). Research opportunities to offer on-site sessions with mental health professionals from these institutions.

- In partnership with mental health service agencies and local mental health experts, develop learning opportunities for the broader Mascoma community to build knowledge and awareness of mental health and to reduce stigma (e.g., Mental Health First Aid; John Broderick's R.E.A.C.T. Awareness Campaign, [https://www.dartmouth-hitchcock.org/about\\_dh/react-awareness-campaign.html](https://www.dartmouth-hitchcock.org/about_dh/react-awareness-campaign.html))

#### 2021-2022

- Develop processes by which students can get help without fear of repercussions

### **Goal 3: Improve professional development opportunities focused on mental health issues for all staff**

#### Strategies

#### 2019-2020

- Increase time allotted to mental health awareness/strategies

#### 2020-2021

- Offer mandatory professional development for faculty and staff on the trauma-informed classroom. Strengthen and cultivate ongoing partnerships with local mental health service agencies (e.g., West Central) to develop and refine professional training that is responsive to the specific mental health needs of the Mascoma community.

#### 2021-2022

- Implement a consistent evidence-based approach to trauma informed practices

## **Goal 4: The MVRSD will support healthy digital citizenship**

### Strategies

#### 2019-2020

- Offer digital citizenship/safety classes beginning at elementary level

#### 2020-2021

- Solicit community feedback from stakeholders (students, parents, teachers, staff, community members) on technology use.
- Establish a working group to develop recommendations regarding technology use in the MVRSD

#### 2021-2022

- Develop programs and revise policies, as necessary, for students that promote healthy and productive use of technology. Implement a process for continued feedback and iteration regarding technology use to be responsive to rapidly changing needs

## **Goal 5: The MVRSD will promote increased respect for self/faculty and staff/students/building/technology/other resources**

### Strategies

#### 2019-2020

- Create programs that promote service at the middle and high school levels

#### 2020-2021

- Build Service Learning activities into the curriculum at all levels

## **FOCUS AREA 4- IMPROVING COMMUNICATION AND COLLABORATION**

**Goal 1: The MVRSD will improve and enhance our public perception within the District, Community and State.**

### Strategies

#### 2019-2020

- Complete a baseline perception study of MVRSD.

#### 2020-2021

- Evaluate communication methods, websites, school newsletters, email, social media, mailings and Mascoma radio

#### 2021-2022

- Develop a MVRSD communication strategy and tool kit/brand standards, Public Relations role and functions

**Goal 2: The MVRSD shall encourage student and community interactions.**

### Strategies

#### 2019-2020

- Include community/student interactions as a section in all quarterly and annual reports.

#### 2020-2021

- Extend community listening opportunities (e.g. Open houses, attendance at community meetings such as Lions Club, Student Club meetings, visits to Senior Center, etc.)
- Collaborate with Enfield TV to record special events and meetings and explore student involvement opportunities.

#### 2021-2022

- Create a directory of student/community interactions (community service placements, internships, presentations, etc.)

## Glossary of Terms

Amplify	Amplify Science is the science program being implemented in all grade K-8 classrooms during the 2019 and 2020 schools years. The program is hands-on and phenomenon based (as required by the NH Board of Education)
APEX	Apex Learning Company provides our high school students with programming designed to recover credits. For example, if a student received a passing grade in 3 quarters of Geometry, but failed the fourth quarter. The Apex program provides on-line instruction and assessment in all of the skills that the students failed. Once the student has completed the Apex program in Geometry, he/she receives a passing grade and the credit for the course. This means that the student does not have to retake the entire course.
CLIC	Formerly the Upper Valley Business and Education Partnership. This program provides opportunities for Local Business Owners to come into the Indian River School and Mascoma High Schools and provide economics lessons to students. The program also provides career mentors and a job-shadow program. These provide students with an opportunity to visit local businesses and network with their employees.
EDM 4	Everyday Math 4 is the math program used by all classroom teachers in grades K-6.
EIC	Educational Issues Committee is a three-member sub-committee of the Mascoma Valley Regional School Board. This committee oversees educational issues and policies.
ELO	Extended Learning Opportunities. ELOs were approved by the NH School Board and allow students to work with a coordinator to design a course of interest to the student. For example, one Mascoma student designed a theater course in conjunction with Northern Stage, and another designed a research course in conjunction with a doctor at Dartmouth-Hitchcock Cancer Center working on algae blooms.
Genius Hour	Used by many schools. One hour per week set aside for students to work alone or in small groups on a project of the student's choice.
Habits of Mind	Student responsibility for displaying the <u>Habits of Mind</u> developed by Arthur Costa and Bena Kallick in 2009. Habits include: persisting, listening with understanding, metacognition, questioning, communication with clarity, creating or innovating, taking responsible risks, working with others, managing impulsivity, thinking flexibly, checking work for accuracy, applying what is known to new situations, finding humor, gathering data, remaining open to continuous learning. Appear as "Work Habits" in the comment section of report cards.

Hi SET	Formerly known as the GED (an alternative program for achieving a high school diploma)
Learning Outcomes	Also known as targets or goals. The learning outcomes are statements that tell what a student will know or be able to do at the conclusion of a unit of instruction.
Learning Portfolio	Required by the NH Board of Education for all students in grade 4 and above. An electronic portfolio for each student will be available. The portfolio will contain examples of student work in a variety of subjects. Video/audio/and digital work examples may be included.
MVRSD <ul style="list-style-type: none"> <li>• CES</li> <li>• EVS</li> <li>• IRS</li> <li>• MHS</li> </ul>	Mascoma Valley Regional School District <ul style="list-style-type: none"> <li>• Canaan Elementary School</li> <li>• Enfield Village School</li> <li>• Indian River School</li> <li>• Mascoma High School</li> </ul>
QPA	Quality Performance Assessments- Developed by individual teachers or a teaching department (ie. Math teachers at a grade level) to ensure that all students have mastered the material taught in a unit of instruction.
RTI or MTSS	Response to Intervention or Multi-Tiered System of Support. The terms are used interchangeably and refer to any intervention given to students failing to make academic progress. <ul style="list-style-type: none"> <li>• All four schools have a Reading Intervention program delivered by Reading Specialists.</li> <li>• Canaan and Enfield Elementary Schools have a math intervention program delivered by Title I tutors.</li> <li>• All school except Mascoma High School have a behavior intervention program delivered by guidance and behavior intervention staff.</li> </ul>
SEL or SEC	Social Emotional Learning or Social Emotional Curriculum. The district is using a combination of resources to ensure that our students receive instruction in social emotional learning. Classroom Teachers are using Responsive Classroom™ in grades K-4 and measuring the effectiveness of the program using the DESSA (Devereaux Emotional/Social Skills Assessment). Classroom Teachers are using the New England League of Middle Schools model in grades 5-8 and measuring the effectiveness of the program using PBIS (Positive Behavior Intervention Strategies) data. The high school will be trained in Trauma Informed Practices for Educators. They will be using strategies and data from those practices to measure the effectiveness with students after Jan. 2020.

STEM	An acronym for Science/Technology/Engineering/Mathematics. The high school is building a STEM lab for Sept. of 2019, and CES and EVS will open Maker Spaces in their libraries in Sept. 2019 to encourage STEM activities.
UDL	Universal Design for Learning is a method of planning units of instruction so that any material in the unit is easily accessible by all students regardless of physical, academic, or social limitations.
VLAC	Virtual Learning Academy Classes. VLACs is a fully accredited NH program. It is provided free of charge to every high school student in the state. The program provided courses that may not be offered in our school, or in the case of a schedule conflict. For example, one student planned to visit Norway and was able to use VLACs for an accredited Norwegian Language course. Another example, a student wished to take AP Chemistry and band. The Mascoma courses were scheduled for the same period. AP Chemistry was offered by VLACs so the student was able to take band during the regular period, take AP Chemistry with VLACs during another period and have the Mascoma Chemistry teacher oversee her lab work.
Wonders	Reading Wonders is the program used in K-6 to support the Mascoma English Language Arts curriculum.