

## **Vision & Mission**

Montpelier Roxbury graduates practice respect and dignity for all, rooted in a diversity of perspectives and fostered by critical, creative, and empathetic thinking. They graduate with the skills, confidence, growth mindset, and knowledge to make any choice in their futures.

## **Approach**

*Communication & Engagement:* Learning requires a collaborative approach and therefore we intentionally engage all members of our school community toward student success.

*Culture & Community:* MRPS creates and maintains a culture among students, staff, caregivers, and district leaders that fosters trust, teamwork, a sense of belonging, and space for fun.

*School Environment:* Our schools are a safe, accessible, healthy environment for learning, working, and our planet.

*Equity & Inclusion:* MRPS works to collectively understand systemic inequities and remove barriers that prevent any student from achieving their aspirations. We prepare and support all students by embracing their culture, race, ethnicity, religion, gender identification, sex, sexual orientation, disability, class, socio-economic status, and language, to ensure that all students are valued as unique individuals.

*Rigorous Learning:* We set clear, high expectations for every learner, celebrate progress and use data to hold ourselves accountable and adjust our approach as necessary.

## **Values**

- Respect
- Equity
- Inclusion
- Empathy & Kindness
- Accountability

## **Priorities & Indicators of Progress**

### **1. Close the Academic (Achievement) Gaps:**

- Every student has the confidence and skills to achieve excellence and to support continuous growth along their learning journey.
  - *Measurement of progress:* Using COGNIA and local assessments, we see 5% growth in literacy each year, through Spring 2026.
  - *Measurement of progress:* Using COGNIA and local assessments, we see 10% growth in math each year, through Spring 2026.
- Systems are in place to measure, monitor, and support students on their unique path towards meeting or exceeding grade level expectations.
  - *Measurement of progress:* Regular reports on the district's MTSS system and the impact it's having.
- Any barriers based on identity and socioeconomic status of students shall not predict academic success at MRPS. All students have the access they need to opportunities that will help them succeed.
  - *Measurement of progress:* Literacy & math progress reports from the administration are disaggregated by identity and socioeconomic status
- Our graduates envision a limitless path to their future and chosen pursuits of continued learning that benefits themselves and their communities.

- *Measurement of progress:* Students in grades 8-12 self report confidence in their academic and social & emotional success. (NOTE: will need to use the 2023-2024 school to establish a baseline.)

## 2. **Belonging, Safety, and Wellness:**

- All students, staff, and families/caregivers have a sense that they belong in our schools and are valued for the unique history, identity, and beliefs that they bring to the school community.
  - *Measurement of progress:* Students, staff, and families self report a sense of belonging and value in our schools, these progress reports are disaggregated by identity and socioeconomic status as appropriate. (NOTE: will need to use the 2023-2024 school year to establish a baseline.)
  - *Measurement of progress:* By Spring 2026, no more than 20% of students are chronically absent from school; these progress reports are disaggregated by identity and socioeconomic status as appropriate.
- The environments, systems, resources and opportunities that foster student and staff wellness and success are present and thriving in our schools.
  - *Measurement of progress:* Regular reports on the district's MTSS system, as it pertains to SEL, and the impact it's having.
- ~~● Students, staff, and families/caregivers can expect to feel safe and have a strong sense of belonging and healthy connections to our school district.~~
- When circumstances arise that jeopardize the feeling of belonging, safety, and wellness, the district provides structures and systems to build resiliency.
  - *Measurement of progress:* Reporting out from the administration when needed.
- ~~● Resources are available to staff, students, families/caregivers that enable them to access their education and school community members feel those resources are accessible for them.~~

## 3. **Community Engagement and Accountability:**

- Our students are more likely to be successful when our whole school community is engaged in their education.
- MRPS communicates effectively in a manner that honors and recognizes families' backgrounds, and connects family engagement to student learning to foster inviting, collaborative relationships.
- Our families are valued collaborators, partners, monitors, advocates, and decision makers in their children's education.
- Success looks like a broad and diverse group of stakeholders who contribute to the school community and decisions that are transparent and accountable.

## **Goals for 2023-2025**

### Closing the Academic Achievement Gap (draft goals)

- 90% of all third graders, regardless of identity or socioeconomic status, end the year able to read at or above grade level.
- Students on IEPs show x% improvement/progress in reading/math.
- X% of 10th graders are proficient in algebra 2, English 10
- The percentage of high school students taking AP classes and/or early college classes, is proportionate to the demographic makeup of the student body.
- The percentage of high school students taking flexible pathways and career center options is proportionate to the demographic makeup of the student body.
- Metrics for ES and MS students? PreK?
- X% of students in final week of Senior year who report they have a plan, are equipped with what they need to navigate this next chapter of their lives.

## Belonging, Safety, and Wellness

- *2023-2024 School Year: To establish a baseline: Data is collected (both quantitative & qualitative) from our 3 main stakeholder groups: Students, Staff, and families/caregivers. With participation across demographics of our community, and a particular effort to collect feedback from historically marginalized groups, 90% of respondents report feeling welcome and a part of our school.*
- No more than 10% of all students, regardless of identity or socioeconomic status, are chronically absent from school
- X% 9th graders indicate feeling and being attached to their school community
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- An inventory of student and staff wellness opportunities reported to the board.
- Could this be included in the data collection process above? - 90% of stakeholders report experiences in their school classes, programs, and environments positively support their sense of wellbeing.
- 90% of students participate in some kind of co-curricular activity (sport, theater, LEGO club, GSA, etc).
- 90% of students, regardless of identity or socioeconomic status, report that their teachers and administrators have high expectations of them.

## Community Engagement & Accountability (draft goals)

- 90% (95%?) of responding caregivers report that their child(ren)'s teachers and school communicates with them in a way that invites collaboration and respects them as advocates and decision-makers in their children's education.
- 75% of all community members (this includes members of our community who don't have kids in school) report an understanding of our district's goals for student achievement
- 50% of all community members report feeling a part of what is happening in our school community, welcome inside our buildings
- Goal about what we do - summarize board meetings, social, etc; response rate to emails

## Methods

- The school board designates a communication committee.
- The district effectively announces meetings ahead of time in publicly accessible media like FPF and The Bridge.
- The district effectively summarizes meetings in publicly accessible media.
- The district regularly shares presentations in articles in the Bridge or detailed minutes of specific meetings, studies, or public forums in publicly accessible media like FPF and the Bridge.
- Random survey mailed to addresses to enroll in a prize drawing.
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- The school board is able to summarize community engagement activities since the last meeting and publicize events scheduled before the next meeting.
- ...parents know what to do to get information about their child's education