

MASCONOMET REGIONAL DISTRICT SCHOOL COMMITTEE
WORKSHOP

September 27, 2023

MEMBERS PRESENT: M. Ogden, Chair, Topsfield
T. Currier, Middleton
W. Hodges, Topsfield
J. Horrigan, Boxford
E. Clements, Boxford
J. McLean, Vice Chair, Boxford
D. Casamassima, Middleton
Z. Bhuj, Topsfield
C. Bolzan, Boxford
M. Alexander, Middleton

MEMBERS ABSENT: K. Petrone, Middleton
J. Sands, Asst. Supt. & Chief Procurement Officer

OTHERS PRESENT: M. Harvey, Superintendent
L. Bennett, Assistant Supt. For Student Services
C. Bohne, Consultant

Cindy Bohne provided an outline for the workshop for the review of the Strategic Plan to generate feedback on objectives, initiatives and engage School Committee members in strategic planning conversations.

The Working Team consists of Administration, community members, school-based leadership, teachers, and counselors. The Strategic Planning Process began in Fall 2022 with the building of the working team. During Winter 2022/2023, interviews were conducted, data reviewed, and a community survey was conducted. 772 surveys were completed with 444 students responding, 196 community members and 113 educators and others. February, 2023 the internal analysis was done. March, 2023 themes for the strategic objectives were decided upon. May/June 2023 the Mission and Vision were decided upon. September, 2023 a review of communications was completed. October/November, 2023 outcomes, timelines and resources were reviewed and community feedback is being obtained.

Environmental Scan was discussed, including things that the working team does not have control over, things that influence decision making and things that can be controlled.

The District Data reviewed included decreasing enrollment with increasing budget pressure, 22.9% of students are “high needs”, social and emotional trends, college matriculation, and low income students, students with disabilities and minorities are not completing advanced coursework. There is uncertainty around when/how contents or skills are taught, progress metrics and student engagement, the lack of meaningful data from educator evaluations, and the lack of data around implementation of research based instructional methodologies.

Discussion groups were formed and the survey/interview takeaways were reviewed regarding curriculum, instruction, culture and wellbeing and collaboration and communication. Then they talked about curriculum and instruction and culture and community. The points of discussion revolved around which perspective/data points resonate most with you and do any perspectives/data points provide new or surprising information. The curriculum and instruction discussion group discussed the different interests of the students, the fact that senior internships were omitted, teacher burnout and a few others. It was surprising to this group that teachers wanted more PD, and there is not enough data to make data driven decisions.

The community and culture discussion group discussed how students feel safe at Masco as resonating with them. They found alarming the anxiety and stress from the student and educator prospective differing from the parent/family perspective, aggression from the community towards teachers and the need for more advisory programs.

The Mission Statement was reviewed. The What, Why, Who and How were discussed, including identifying your actions, what is the impact of the actions, who do you serve and how do you service them. The Vision and Values are centered around Vision 2025. Changes were made to paragraph 4 to include “giving students choices in class and learning” after learner-centered. Paragraph 9 added “students need to master” after competencies. There was a discussion centered around the taking of risks in the Vision and Values.

Group discussion followed discussing if the mission, vision and values articulated Masco’s purpose and the principals that should guide decision making and action. Also discussed was what Masco values and what future success should look like.

Strategic Initiatives/Outcomes:

1. Curriculum which includes the portrait of a learner; performance metrics/core assessments; and cohesive curriculum map/courses.
2. Instruction which includes professional learning communities with more structured time; professional development advisory; district data team; and educator evaluation alignment.
3. Culture which includes mental health programs; student/teacher advisory with focus time for teachers and students’ personal development not academic based; and mentoring programs for new families.
4. Community which includes school community and spirit; MCIEA school quality measures; and capital planning and educational facilities planning.

MCIEA, the alternative to MCAS, framework indicators were reviewed. More school districts are going to this alternative rather than MCAS testing. The switch to this method will take time and engagement with teachers, students, community and a change in the school culture.

Next steps involving School Committee engagement, action plans and implementation were discussed. Strategic planning, creating actions plans, audit and develop communication plans and implementation were reviewed. The role of the School Committee in this strategic planning was discussed and their role is in the supportive realm. The School Committee can support the Administration in public meetings, by speaking to their communities about the capital plan, talk about how Masco is a community asset and leveraging funding resources to support the plan.

The Workshop was adjourned at 9:15pm.

Submitted By: _____
Lynn Viselli, Recording Secretary

Approved: _____
Date