



**Maple Run  
Unified School District**

# MRUSD Strategic Plan

May 2024



**THE CREATIVE DISCOURSE** GROUP



# How we got here...

Listening Sessions  
(Fall 2022)

**Themes for Change**  
Heard from  
90 students and  
60 community  
members on what is  
going well and what  
we'd like to change

Organizing  
Committee &  
Community Summit  
(Spring 2023)

**A Vision and Goals**  
Heard from the  
community to turn  
themes for change  
into a vision for  
MRUSD and  
five clear  
board-approved  
goals

Strategic Plan  
Committee &  
Community Forum  
(Fall 2023 -  
Spring 2024)

**Strategic Action Plan**  
Develop a theory of  
action around  
the five goals with  
action steps,  
resources needed,  
and ways to  
measure success

Goals Committee  
formed  
June 2022



Community  
Listening  
Sessions  
fall 2022

Community  
Conversation  
Committee  
formed  
February 2023



Community  
Conversation  
Summit event  
April 15, 2023

Board adopted  
District Goals  
September 2023



Strategic Plan Design  
Committee formed  
October 2023



**Maple Run  
Unified School District**

Strategic Plan Design  
Committee meeting #1  
October 2023

Established goals and ways of working.  
Reviewed outputs of the spring work and  
worked on indicators for two of the goals  
(Support Services + Engagement).



Community Forum  
December 2, 2023



Strategic Plan Design  
Committee meeting #4  
February 2024

Reported on goal-specific plans and  
receive feedback from the large group.  
Forum planning and outreach



Present to  
The Board  
April 17, 2024



Strategic Plan Design Committee  
meeting #2  
November 2023

Reviewed outputs from last meeting, worked  
on indicators for two goals (Addressing Bias +  
Inclusion), made a plan to support outreach.



Strategic Plan Design  
Committee meeting #3  
January 2024

Digested where we are and how  
we got here. Broke into goal  
groups for goal-based plans.



Community Forum  
March 26, 2024



**Maple Run  
Unified School District**



## STRATEGIC PLAN GOALS

- Rigorous Academics and Expectations
- Consistent Policies to Address Bias and Behavior Issues
- Support Services for Students and Families
- Opportunities for Family and Community Engagement
- Community Education and Action on Inclusion





## Rigorous Academics and Expectations

All students feel challenged and supported to excel in traditional and nontraditional learning opportunities based on their individual needs and strengths.

## THEORY OF ACTION

If we define the curriculum with high standards for all students, focus both on content and transferable skills, clearly report student progress to students and families, ensure high quality instruction, then students will feel challenged and supported to excel in their learning opportunities.

# Rigorous Academics and Expectations



ACTION STEPS	RESOURCES NEEDED	EVIDENCE TO MEASURE SUCCESS
<ul style="list-style-type: none"> <li>● Maintain highly qualified staff to ensure good instruction for students</li> <li>● Create lifelong learners - transferable skills and agency are essential for life</li> <li>● Develop a district vision / definition of “high expectations with high supports” for all students so every student can meet their rigorous goals</li> <li>● Develop clearly-articulated curriculum for Social Emotional Learning, Transferable Skills, and Content Areas with high standards for all students</li> </ul>	<ul style="list-style-type: none"> <li>● Continuous Professional Development time throughout the school year</li> <li>● Enough staff for mentoring and coaching on academics &amp; Social Emotional Learning to have SEL not just by choice but by mandate and resources</li> <li>● Continuing access to flexible pathways: Lighthouse; Life Skills curriculum; Access to Technology Center / Adult Education</li> </ul>	<ul style="list-style-type: none"> <li>● Post-secondary outcomes &amp; satisfaction as measured by factors such as high school graduation rate, post graduate rates, industry rated credentials, work placement, apprenticeship, college acceptance, and Vermont Student Assistance Corporation surveys</li> <li>● Supervision and evaluation system for all teachers</li> <li>● Clearly-articulated and implemented curriculum with high standards for all students</li> </ul>



## Consistent Policies to Address Bias and Behavior Issues

Maple Run **policies and** procedures on harassment and discipline are consistently applied, while ensuring support and respecting victims, and all involved.

## THEORY OF ACTION

If we design and implement a common code of conduct, train all stakeholders and ensure support for all affected parties then we will reduce our number of behavior incidents and hazing harassment and bullying (HHB) / Title IX incidents within the district and expect improved experience for all parties involved.



# Consistent Policies to Address Bias and Behavior Issues



ACTION STEPS	RESOURCES NEEDED	EVIDENCE TO MEASURE SUCCESS
<ul style="list-style-type: none"> <li>● Convene a team of community members to write a Code of Conduct for MRUSD which ensures alignment across all schools                             <ul style="list-style-type: none"> <li>○ Examine policies and procedures</li> <li>○ Understand the context of MRUSD</li> <li>○ Based in restorative practices</li> <li>○ Promotes high expectations and high accountability for all</li> <li>○ Align responses to conduct across the district</li> <li>○ Support developmentally appropriate communications on expectations</li> </ul> </li> <li>● Develop a response to harm &amp; bias support system for all involved</li> <li>● Train all stakeholders (students, staff, families) on the Code of Conduct, Social Emotional Learning curriculum, and the Policies and Procedures as well as proactive and responsive to student behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Time for Professional Development, both internal and external on MRUSD practices, restoring harm and the effects of bias</li> <li>● Staff assigned to focus on investigations</li> <li>● Community information session (time and staff to plan and implement)</li> <li>● Social Emotional Learning curriculum (can be individualized but coaching) embedded for teachers - (such as Pyramid, Responsive Classroom, Second Step)</li> </ul>	<ul style="list-style-type: none"> <li>● Employees, students, and families understand policies, know how to make a report and how to get support for incidents of harm (bias, hazing harassment and bullying, Title IX) - informal qualitative assessment based on accuracy of reporting</li> <li>● MRUSD has an environment, of kindness, respect and inclusion (as articulated in the Code of Conduct) among students, staff, and families based on annual surveys</li> <li>● Behavior incidents become less and decreased in severity across MRUSD based on incident data and annual surveys</li> </ul>



## Support Services for Students and Families

All students at each school have access to supports, individualized learning opportunities, and flexible pathways.

## THEORY OF ACTION

If we provide rigorous academics, varied support, and clear two-way communications then every student in Maple Run will be able to utilize support, individualized learning opportunities, and flexible pathways to succeed.

# Support Services for Students and Families



ACTION STEPS	RESOURCES NEEDED	EVIDENCE TO MEASURE SUCCESS
<ul style="list-style-type: none"> <li>● Engage with students and families to understand the barriers and understand how to improve our delivery of services and better provide connections to external services</li> <li>● Extend support for expanded definition of flexible pathways</li> <li>● Develop, publish, and share menu of school services and protocols for access</li> <li>● Embed Social Emotional Learning opportunities in all instructional opportunities</li> <li>● Provide a range of supports (academic, behavioral, social and emotional) or connection to external supports to allow all students to reach our high expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Social Emotional Learning goals - high leverage concepts, goals, maps</li> <li>● More information on the current barriers needed to provide equitable opportunities across the district and grade levels</li> <li>● Pathways for two-way communication with families through multiple methods how to access services</li> <li>● Multiple pathways for students at all levels</li> <li>● An understanding of and partnerships with external support organisations</li> </ul>	<ul style="list-style-type: none"> <li>● Staff, students and families perception of our academic rigor based on surveys</li> <li>● Service delivery and utilization of menu of MRUSD services based on summary report data</li> <li>● Staff, students, and families perception of MRUSD meeting their needs based on surveys</li> </ul>



## Opportunities for Family and Community Engagement

All community members will have the opportunity to engage safely with the school and district through two-way communication and feel welcome in our school system.

## THEORY OF ACTION

If we intentionally welcome members of the community (including those who have not historically been part of the school community), develop a comprehensive two-way communication plan, and partner with outside agencies then we will increase the number of families actively engaged in our school system.

# Opportunities for Family and Community Engagement



ACTION STEPS	RESOURCES NEEDED	EVIDENCE TO MEASURE SUCCESS
<ul style="list-style-type: none"> <li>● Work in collaboration with community stakeholders to partner and host an increased number of community wide events a year</li> <li>● Establish a two-way communication plan in order to better engage with the community (staff, students, and families). This includes identifying the best ways to communicate</li> <li>● Teach positive, civil discourse</li> <li>● Work toward collaborative decision-making models with community</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehensive events list across MRUSD happenings in &amp; out of schools</li> <li>● Person to coordinate efforts of 2-way communication</li> <li>● Clear expectations about how to communicate with teachers - if their expectations are disregarded then participation is impacted</li> <li>● Clear MRUSD communication plan with expectations for all staff members</li> </ul>	<ul style="list-style-type: none"> <li>● Number and diversity of events &amp; attendance based on summary event data</li> <li>● Increased communication out to the community based on communication data</li> <li>● Increased two-way communication with the community (staff, students, and families) based on communication data</li> </ul>



## Community Education and Action on Inclusion

All students have meaningful, equitable, structured, and consistent education that embeds skill-building regarding diversity, equity, and inclusion.

## THEORY OF ACTION

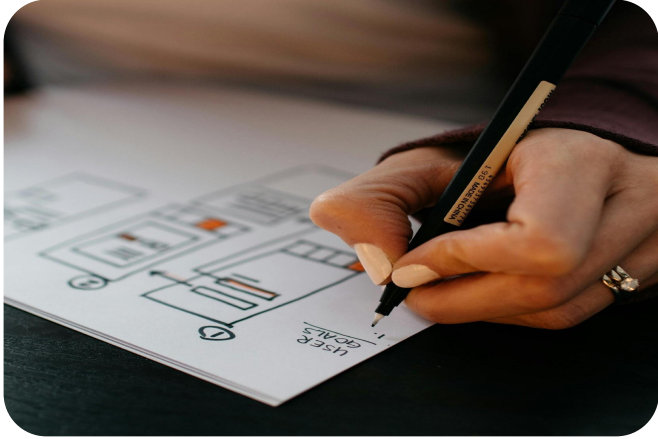
If we provide opportunities for learning about multiple cultures, ensure resources that reflect the diversity (of all protected classes and beyond) in our community, and teach about bias then students will develop skills and knowledge regarding diversity, equity, and inclusion.

# Community Education and Action on Inclusion



ACTION STEPS	RESOURCES NEEDED	EVIDENCE TO MEASURE SUCCESS
<ul style="list-style-type: none"> <li>● Bias awareness education for MRUSD community through workshops and productions on relevant topics in the schools Incorporate students in leading education opportunities</li> <li>● Provide educational opportunities for both staff and students related to diversity, equity, and inclusion and cultural responsiveness (race, ethnicity, ability, gender identity), on a consistent basis</li> <li>● Find ways to honor multiple cultures, such as Abenaki land acknowledgements, throughout MRUSD learning opportunities</li> <li>● Assess curriculum with a diversity, equity, and inclusion lens</li> </ul>	<ul style="list-style-type: none"> <li>● Time for learning, planning, and enacting</li> <li>● Access to resources and experts to help staff and students meaningfully incorporate multicultural and trauma learning into school practices</li> <li>● Hazing, harassment, and bullying education for community</li> <li>● Curriculum that represents our students and community diversity</li> <li>● Social Emotional Learning curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● The number of bias as well as hazing, harassment, and bullying (HHB) incidents</li> <li>● Successful implementation of Social Emotional Learning knowledge and learning opportunities to students &amp; staff</li> <li>● Students and staff learning articulated in the action steps (e.g. personal and school environment) based on self-assessment survey data</li> </ul>

# Next Steps:



## Strategic Plan Design Committee

Meet 3 times a year for check-ins and review outputs (surveys, data, etc):

- 1. Set annual goals
- 2. Mid-way check-in
- 3. Review and reflect



## MRUSD Board

- Act as accountability partner for Superintendent and Strategy Committee
- Incorporate strategy into the board retreat



# GLOSSARY

Term	Abbreviation	Definition	Examples/Resources
All Protected Classes		Ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights. <a href="#">US Dept. of Education</a>	Race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity
Bias		Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.	
Civil Discourse		Respectful conversation aimed at fostering understanding and constructive communication, where individuals within a group share different perspectives, enhancing the learning experience.	
Code of Conduct		Frameworked response system across schools to align responses.	This code governs student behavior and academic integrity, including rules regarding plagiarism, cheating, attendance, and respectful interaction with peers and faculty.
Collaborative Decision-Making Models		Aimed at combining the input from all stakeholders and therefore at making the best choice from the standpoint of the objectivity.	
Content Areas		An area of the curriculum or school structure defined by the specific content taught; high school departments are traditionally organized this way (Math Department, Guidance, etc...)	

Term	Abbreviation	Definition	Examples/Resources
Curriculum		Curriculum articulates the organization of individual courses through identified standards, high leverage concepts, areas of instruction, assessments and programs utilized.	<a href="#">April 2024 Board Presentation</a>
Cultural Responsiveness		Using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction. <a href="#">Ed Week</a>	It's the kind of teaching that helps students of color see themselves and their communities as belonging in schools and other academic spaces, leading to more engagement and success.
Diversity, Equity, and Inclusion	DEI	Practice designed to make people of various backgrounds feel welcome and ensure they have support to perform to the fullest of their abilities.	A student's success is not predicated nor predetermined by characteristics such as race, ethnicity, religion, economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial preferences.
Ethnicity		<a href="#">The categories for classifying individuals that have been created by prevailing social perceptions, historical policies, and practices. Race and ethnicity include how individuals perceive themselves and how individuals are perceived by others.</a>	Hispanic / Latino or Not Hispanic / Latino
External Supports		Assistance from persons outside of Maple Run Unified School District.	Consultants, Northwestern Counseling Support Services (NCSS), police department, etc.
Flexible Pathways		<a href="#">Combination of high-quality expanded learning opportunities, including academic and experiential components, which build and assess attainment of identified proficiencies and lead to secondary school completion, civic engagement and postsecondary readiness.</a>	Dual Enrollment and Early College, Blended/Virtual Learning, Work-Based Learning, High School Completion Program, Expanded Learning Opportunities, and Career Technical Education.

Term	Abbreviation	Definition	Examples/Resources
Gender Identity		An individual’s actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual’s gender or gender-identity, regardless of the individual’s assigned sex at birth.	<a href="#">1 V.S.A. § 144</a>
Hazing, Harassment, & Bullying	HHB	<p>“<b>Bullying</b>” means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students.</p> <p>“<b>Harassment</b>” means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.</p> <p>“<b>Hazing</b>” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student.</p>	<a href="#">Policy &amp; Procedure</a>
Individualized Learning Opportunities		<a href="#">Systems and approaches that deepen student learning by incorporating each student’s interests, strengths and needs - including student voice and choice in what, how, when and where they learn - to achieve the goals of active engagement, academic success, and preparation for post-secondary opportunities.</a>	
Life Skills Curriculum		Offers youth the emotional, social and intellectual tools needed to achieve success in life – on a personal level, an interpersonal level, and within their community and work places.	

Term	Abbreviation	Definition	Examples/Resources
Lighthouse		An alternative, off-site program part of BFA St. Albans that focuses on re-engaging students with their school community and their learning process. Its main focus is student engagement, specifically targeting students' lack of attendance or academic engagement.	Supports students who have historically struggled with attendance, may be more successful in a smaller environment, are transitioning back into the BFA community from more restrictive or out-of- district placements.
Multicultural and Trauma Learning		<b>"Multicultural learning"</b> refers to an educational approach that recognizes, values, and integrates diverse cultural perspectives and experiences into the learning process. It involves creating an inclusive environment where students from different cultural backgrounds feel respected, understood, and represented in the curriculum and classroom interactions. <b>"Trauma learning"</b> involves understanding how trauma affects individuals' ability to learn and thrive academically. It encompasses strategies and practices that support students who have experienced trauma, such as creating safe and supportive learning environments, providing appropriate mental health resources, and implementing trauma-informed teaching approaches that prioritize emotional regulation, trust-building, and resilience.	
Nontraditional		Teachers and school staff work collaboratively with students to develop more authentic and rigorous learning pathways that consider and meet the needs of a variety of different learners.	
<a href="#">Policies</a>		A course or principle of action adopted or proposed by a government, party, business, or individual.	Policies allow the board to articulate school district goals and establish long-term continuity. Policies describe the board's expectations and provide a means for it to delegate the responsibility for meeting those expectations to administrators.

<p><a href="#">Procedures</a></p>		<p>An established or official way of doing something.</p>	<p>Set of established steps or actions designed to achieve a specific goal or outcome. It outlines the sequence of tasks to be followed in order to complete a task or process efficiently and consistently. Procedures provide a structured framework for carrying out activities and often include instructions, guidelines, and protocols to ensure that tasks are performed accurately and in accordance with predetermined standards or requirements.</p>
<p>Pyramid, Responsive Classroom, Second Step</p>		<p><b>"Responsive Classroom"</b> is an evidence-based approach to teaching that focuses on the strong link between academic success and social-emotional learning (SEL). <b>"Pyramid Model"</b> is a framework of evidence-based practices for promoting young children's healthy social and emotional development. <b>"Second Step"</b> teaches social emotional learning to provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills</p>	<p><a href="#">Pyramid</a>, <a href="#">Responsive Classroom</a>, <a href="#">Second Step</a></p>
<p>Race</p>		<p><a href="#">The categories for classifying individuals that have been created by prevailing social perceptions, historical policies, and practices. Race and ethnicity include how individuals perceive themselves and how individuals are perceived by others.</a></p>	<p>Asian, Black or African American, American Indian / Alaskan, Hawaiian / Pacific Islander, White</p>
<p>Restorative Practices</p>	<p>RP</p>	<p>Restorative practices is a field within social sciences that studies how to strengthen relationships between individuals as well as social connections within communities.</p>	<p><a href="#">International Institute for Restorative Practices (IIRP)</a></p>

Term	Abbreviation	Definition	Examples/Resources
Social Emotional Learning	SEL	An integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.	<a href="#">CASEL</a>
Stakeholders		A person, group or organization with a vested interest, or stake, in the decision-making and activities of a business, organization or project.	Community, parents, caregivers, students, staff
Title IX	TIX	Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities.	<a href="#">Policy</a>
Traditional		The historical model of education where classrooms typically have one teacher who designs and delivers instruction with very little variation or differentiation. Significant groups of students have historically not been successful in accessing their education in these environments.	
Transferable Skills		An essential set of skills and competencies that promote the integration and application of knowledge across contexts and are critically important to success in today's world, particularly in post-secondary programs and career readiness.	
Two-way Communication		Information given by all parties where all parties have a chance to speak and listen.	