

We are
**Mountain Views
Supervisory Union**



We are ...

<u>Five Elementary Schools</u>	Barnard, Killington, Prosper Valley, Reading and Woodstock
<u>Commitment to Full Time Pre K</u>	Pre K Classrooms at Barnard, Killington, Reading and Woodstock with over 100 students
<u>One Middle and High School</u>	Award winning programs and a School Of Distinction
<u>1000 Students</u>	MVSU Student Enrollment drawing from 28 different communities
<u>250 Faculty and Staff</u>	Teacher retention is high, 90% annually
<u>Building a Strong Foundation</u>	Above Vermont State averages for proficiency in Literacy, Math and Science
<u>A Community of Learners</u>	Centered on student, family, educator and community relationships



Our communities and schools

Barnard Academy
Killington Elementary
Prosper Valley School
Reading Elementary
Woodstock Elementary
Woodstock Union Middle & High Schools

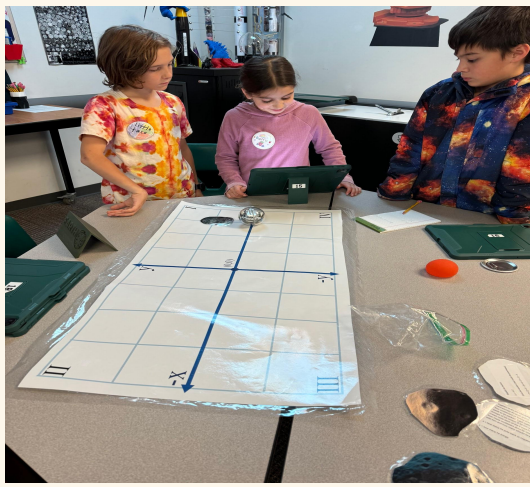


BARNARD ACADEMY

We are dedicated to academic excellence in an ever-changing world.

Within a safe, collaborative, and supportive environment, we provide a relevant, high-quality, and enjoyable education, preparing all our learners for future endeavors.





KILLINGTON ELEMENTARY SUMMIT TO SUCCESS



WE
ARE
YETIS!

Our mission is to cultivate an environment that provides a sense of belonging and community, fosters growth mindsets, and supports all learners on their journey to success.





READING ELEMENTARY SCHOOL



Today one child said, "I
love reading."
"Me too." said another.





Woodstock Elementary provides a strong foundation and fosters perseverance and belonging



Cultivating compassionate, empowered learners







The Towns of MVSU

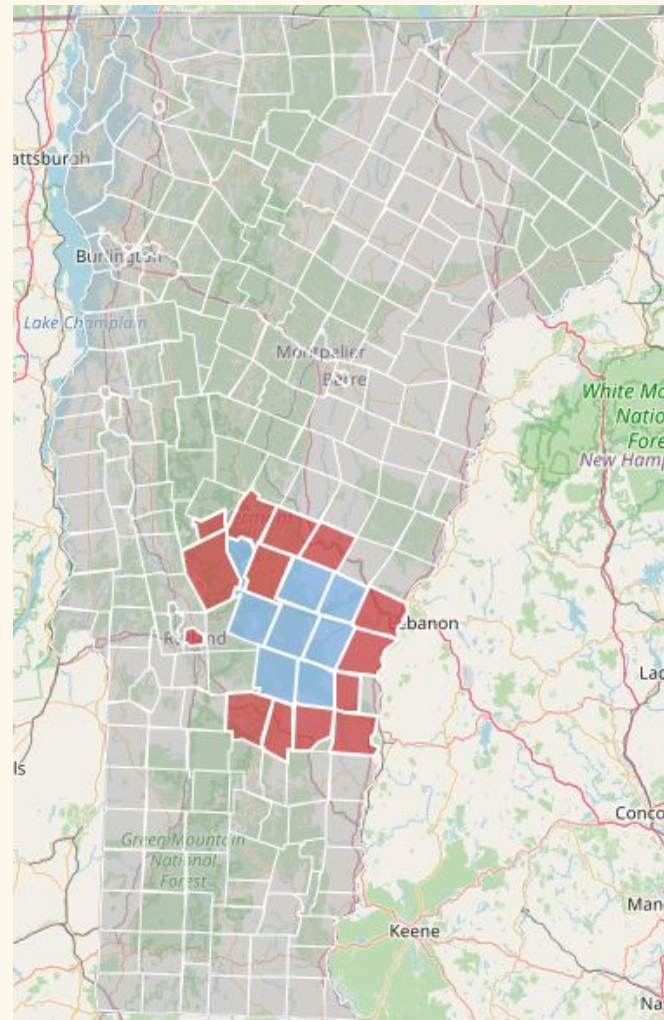
Eight Member Towns of the MVSU

Barnard, Bridgewater, Killington, Pittsfield, Plymouth, Pomfret, Reading & Woodstock

Thirteen Communities Sending Students to the WUHSMS:

Bethel	Cavendish	Chittenden	Hartford
Hartland	Ludlow	Mt. Holly	Rochester
Royalton	Rutland Town	Stockbridge	Weathersfield
West Windsor			

As of October 28, 2025



A MOUNTAIN VIEWS GRADUATE EXHIBITS...



ACADEMIC SUCCESS

- Understand the foundational concepts, principles and skills in different subjects
- Apply knowledge to solve problems and make decisions
- Use technology effectively to learn, communicate, innovate, and collaborate

CRITICAL THINKING AND PROBLEM SOLVING

- Judge information for accuracy and reliability
- Use facts and logic, tools and processes to make independent decisions
- Design solutions, take action on their ideas, and make a difference

SKILLFUL COMMUNICATION

- Express thoughts clearly and effectively, and be responsive to feedback
- Tailor their communication to different audiences and purposes
- Use different tools and techniques such as writing, speaking, arts, music, movement or other means

SELF-DIRECTION

- Take initiative and responsibility for learning
- Manage time effectively and prioritize tasks
- Persevere through, and reflect upon, personal growth
- Identify and develop interests and talents for future focused goal setting

STEWARDSHIP

- Take action to improve the well-being of community
- Have awareness, curiosity, and act upon environmental issues
- Make healthy choices for personal wellness
- Recognize inequities and promote an inclusive community
- Respect the rights of others, and listen with an open mind
- Use technology responsibly and ethically



Mountain Views Strategic Plan

Key accomplishments in 2024-25 toward the goals of the MVSU Strategic Plan, that guide our work.

Critical Focus Areas:

- Enhancing Educational Programs and Diversifying Pathways
- Vibrant Home, School, and Community Partnerships
- Culture of Belonging, Purpose, and Joy
- Safe and Supportive School Environments
- Foundational Systems





Enhancing Educational Programs and Diversifying Pathways

Through a diverse educational program that includes multiple pathways of opportunity, MVSD empowers all students to realize the vision outlined in our Portrait of a Graduate.

Objective 1: Students have access to flexible pathways to achieve personal success.

Strategies

- Review and articulation of pathways with attention to all learners
- Create opportunities to ensure student agency and intentionality for post secondary planning that includes all learners

Highlights from 2024-2025

- Creation of a Future You course that creates a framework for post secondary planning
- Work begun to map student pathways at the High School level

Portrait of a Graduate attribute: **Academic Success**



Math

OUR MISSION

To cultivate mathematicians who believe that math is logical, useful, and that perseverance will lead to success.

OUR VISION

A district where all students engage with high-quality instruction and experience mathematical success and joy.

Professional Learning / Collaboration

Math Pact PD – 4 Days

K–6 Four ½ Day Grade Level Meetings

Teacher Development Group Seminar & Math Studios

Math Equity Workgroup

In-School Support

High-Quality Resources

Imagine Learning Program Adoption K–4 w/ MVSU Padlet & Pacing Guide

Coherence of Illustrative Mathematics materials K–8

Math Newsletters

Data Across the District

Forefront USNS, STAR, VTCAP

5th Grade in 2024 – 42% proficient

→ **6th Grade in 2025 – 65% proficient**

8th Grade in 2024 – 61% proficient

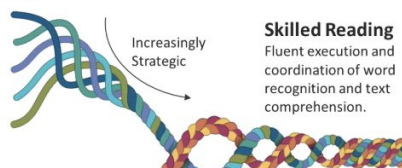
→ **9th Grade in 2025 – 73% proficient**

Big Picture for Literacy at MVSU

Created by the 2021-22 Supervisory Union Equity and Coherence Workgroup with feedback opportunities from all stakeholders

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 93-130 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Our Common Value:

Success in reading is an issue of equity.

We are committed to ensuring equity so our students grow to love reading and experience their highest potential through literacy instruction grounded in evidence-based practices.

Our Overarching Goals:

Upon the implementation of practice changes

- 80% of Mountain Views' students are proficient in reading* through Universal Tier 1 Core Instruction.
- 90% of Mountain Views' students are proficient or above in reading by the end of Grade 3** and remain proficient or above beyond Grade 3.

Our Approach:

- Research and evidence-based literacy practices drive our professional learning, interventions, instruction, curriculum and assessment decisions.
- Excellent Universal Tier 1 Core Instruction meets the needs of most students.
- Universal Design for Learning is a framework applied to all instructional planning ensuring prevention through instruction before intervention as well as engagement and relevance for students.
- Reliable, actionable data are regularly collected, and results are accessible and referenced for schoolwide decisions and classroom instruction.
- Skilled Interventionists and Special Educators support tiered instruction aligned with the core curriculum.
- Systemic and ongoing evidence-based professional learning for educators.
- Build student knowledge of the world through the integration of literacy with content from a variety of content areas and cultures.

Further Clarification, Citations, and Definitions:

* Reading proficiency includes aspects of Word Recognition (decoding, phonological awareness, sight recognition) as well as Language Comprehension (vocabulary knowledge, background knowledge, language structures, literacy knowledge, and verbal reasoning).

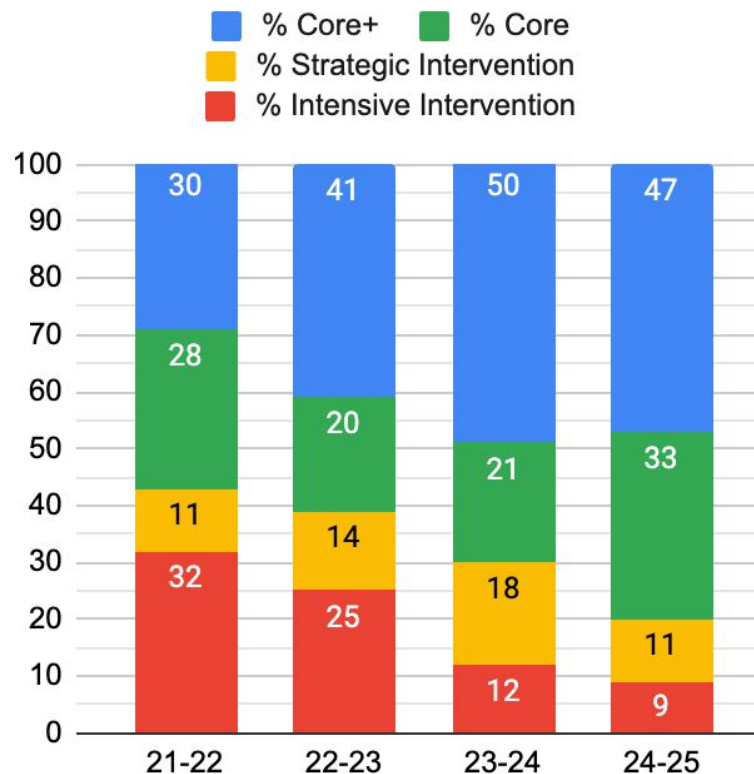
** [Narrowing the 3rd Grade Reading Gap](#) (EAB, 2019); [Third Grade Reading Success Matters](#) (Children's Reading Foundation, n.d.)



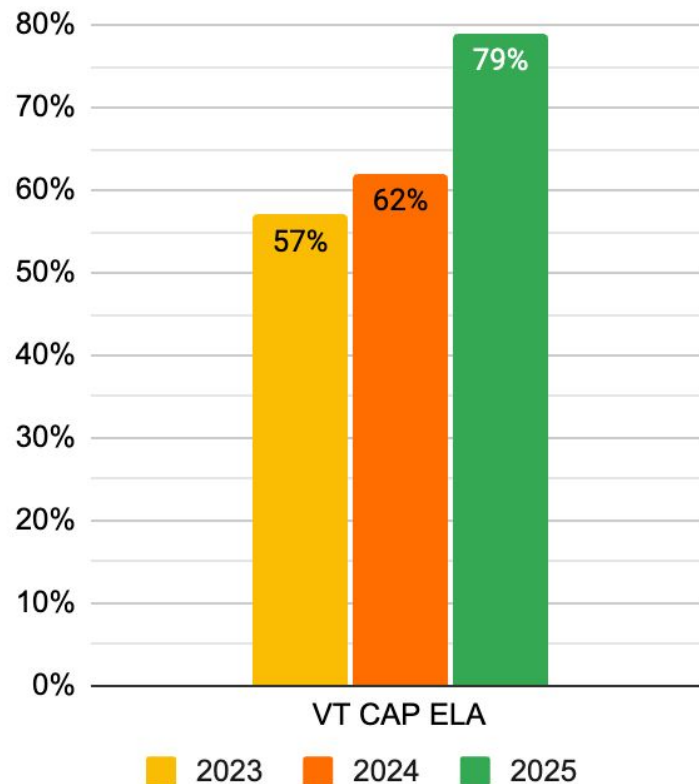
Literacy (English Language Arts (ELA))



District Grade 3 EOY DIBELS

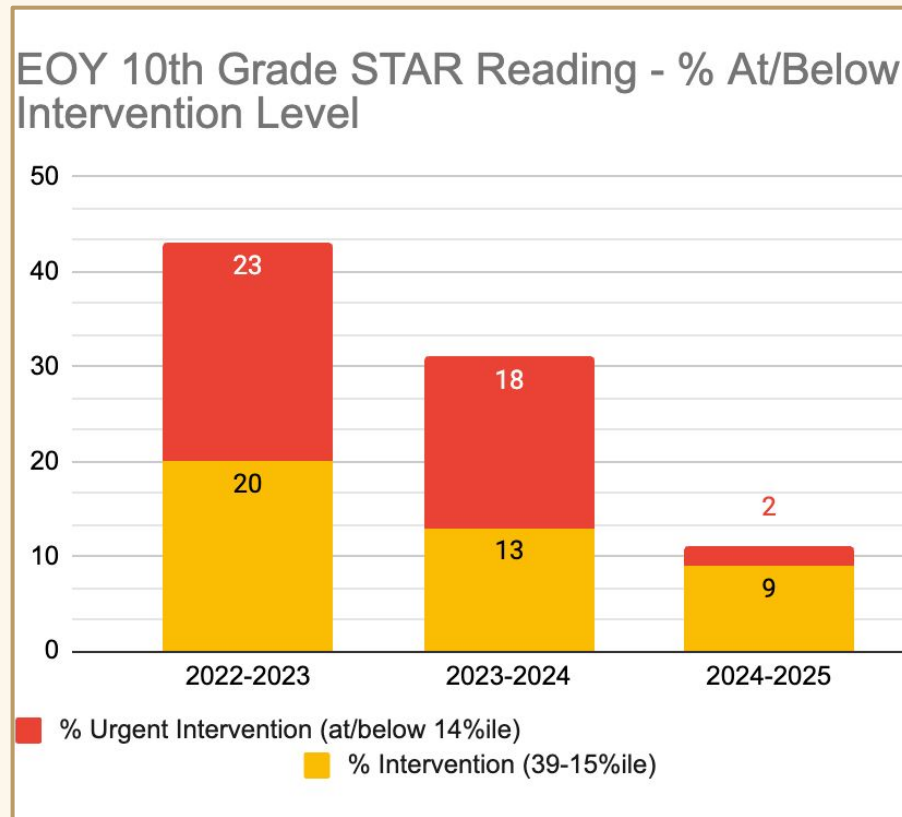
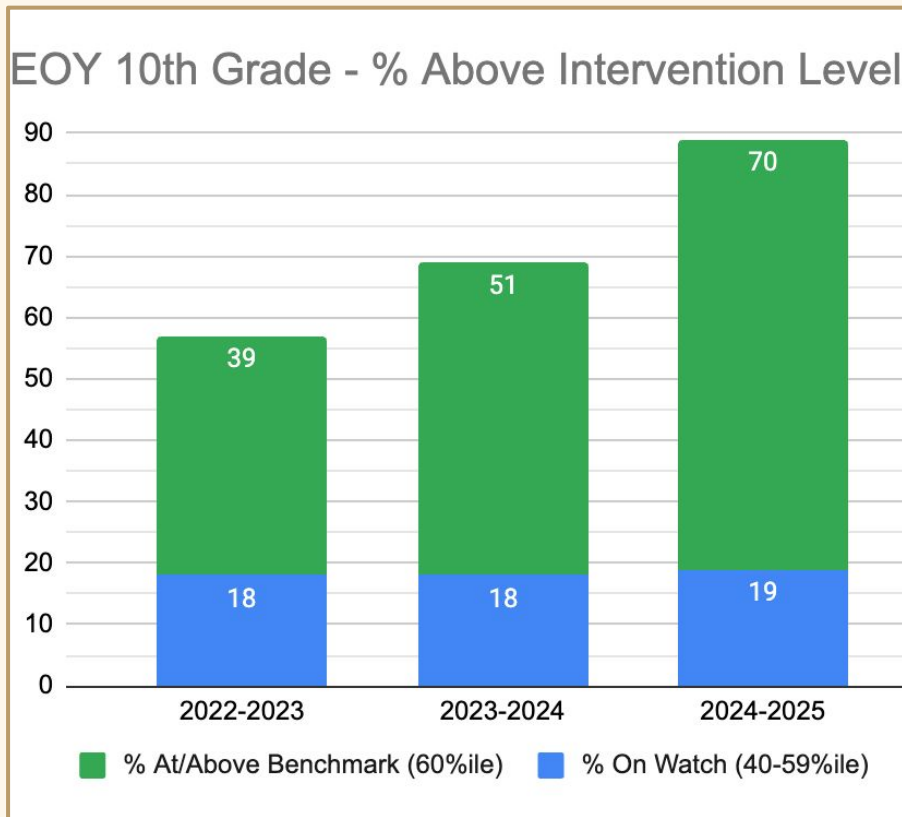


MVSU 3rd Grade VT CAP ELA



End of Year (EOY)

Literacy (English Language Arts (ELA))



End of Year (EOY)

VTCAP (State) Assessment



★ **73% proficient on 2025 VTCAP ELA**

Up from 68% proficient in 2024 (4th SU in the state of Vermont)

★ **59% proficient on 2025 VTCAP Math**

Up from 52% proficient in 2024 (8th SU in the state of Vermont)

★ **62% proficient on 2025 VTCAP Science**

Up from 56% proficient in 2024 (10th SU in the state of Vermont)

“We haven’t seen growth like this in my 32 years here.” - Sherry



96% of students graduated
in 2024



100% Student access to
SAT assessment at no cost



49.8% of 9th - 12th grade students
enrolled in one or more AP class

18
students in the
**Dual Enrollment
Program**

1
student in the
**Early College
Program**

Vermont 2024 AP School Honor Roll Recognition



The AP School Honor Roll recognizes schools whose AP programs
are delivering results for students while broadening access.

Woodstock Union High School & Middle School* - GOLD

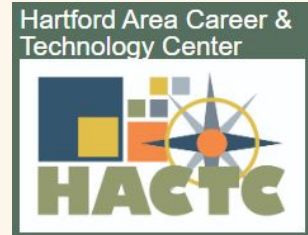
*Indicates a school was recognized for two consecutive years.

Woodstock Union High School School Profile

60.7% of the Class of 2024
exceeded the 3 credit math requirement



21
students
received the
Seal of
Biliteracy



17 Seniors with HACTC
Career Ready Certificates

100% of the Sophomore class
participated in
Sophomore Shadow Day



18 new students inducted
into WUHS NHS in FY24



Vibrant Home, School, and Community Partnerships

In order to foster vibrant home, school, and community partnerships, MVSD cultivates trust, transparency, and inclusion across our towns and stakeholders.

Objective 2: Engage families with MVSD communications to build stronger partnerships in student learning.

Strategies

- Explore and implement opportunities for family partnerships in student learning
- Explore and implement communication strategies for family outreach

Highlights from 2024-2025

- Introduced Parent Square as a tool for better family communication
- Identified a model for family engagement, Family & Educators Together teams, with the first scheduled event in April of 2025

Portrait of a Graduate attribute: **Stewardship**

RES

- VINS- annual partnership of workshops culminating in a field trip to VINS
- 1st & 2nd graders work collaboratively with community members annually planting and harvesting pumpkins
- Reading Town librarian visits and reads to the students
- Hall Art Foundation fosters RES students' exposure to world renowned art

KES

- Volunteerism for Trailblazer Ski Program, Forest Fridays for Prek, PEAKS, 4 Winds
- Thanksgiving, Volunteer Appreciation Luncheon
- Science Symposium VINS
- Killington World Cup Foundation
- American Heart Association



TPVS

- 6th grade Water Symposium
- Green buildings celebration at VINS
- Hulbert Outdoor Center High Ropes Team Building
- TPVS High 5 Challenge course
- TPVS Climb club year 1

WES

- PTO Harvest Supper
- WES Garden club revamp garden beds
- 4th grade trip to VINS
- Bethany Birches Camp hosted 4th grade camp out
- Splendid Bakes sponsored reading awards
- Northern Stage's BridgeUP program
- Barnarts artist in residence opportunities
- New London Playhouse performance of The Snowy Day
- Pentangle Dance Theater Harlem Dance Workshop
- Pentangle Arts performance from Latin Grammy Award winning artists 123 Andrés

BA

- White River Partnership - Trout in the Classroom
- Vermont Institute of Science (VINS)
- American Heart Association - Heart Health Challenge, Skateboarding at School
- Woodchuck Lacrosse Development, Inc. PE lacrosse
- Nature's Classroom Environmental Education Program
- SPN Tours to Washington DC
- BarnArts Center for the Arts, Artist in Residence
- Wunderly's Big Top Adventures, Circus Residency

This List Represents Less Than 50% of WUHS/MS Community Partnerships

- Brave Light—Four day Leadership and Social Justice retreat on Star Island in Portsmouth NH
- Woodstock Pride works closely with QSA club
- Outright Vermont
- Vermont Human Rights Commission - Big Hartman presented to our QSA club
- The Upper Valley Haven - collaborates with ninth grade team every year for Food Insecurity
- Shir Shalom Synagogue - collaborates with 9th grade team every year for Holocaust Unit
- Food Shelf- Provides large quantities of snacks for students
- Karen Ganey and Regeneration Corps- farm education & pollinator biodiversity
- Cat Buxton and Super Compost- Compost guidance
- Billings Farm- MS garden connections/ food education
- Equitable Climate Action Plan/ Upper Valley Teaching Place Collaborative
- Sustainable Woodstock-students help work on window inserts to reduce heating costs
- Willing Hands-students have helped glean produce from farms
- Woodstock Village Conservancy/Wendy Spector- collaborated on a town bike path
- Youth Climate Leaders Academy-VEEP/NHEEP-student conference and leadership
- Vermont Humanities Council partnership for the Vermont Reads program and author talks
- Hall Art Foundation in Reading provides free educational programming & tours
- Montshire Museum of Science-7th grade & Bethany Birches-8th grade overnight
- Alan Graham-macroinvertebrate surveys with IES
- Vermont Foodbank-Veggie Van Go-385 families served monthly!
- MBRNHP - forest resilience; salamander & bird biodiversity; phenological studies
- Tree Plenish - student-led effort to plant trees as a practice of sustainability
- Polar Bears International - collaboration w/scientists to study polar bear ecology
- North Branch Nature Center - salamanders & The Amphibian Road Crossing Program
- Vt Center for Ecostudies - Ed Sheeran forest ecology, forest biodiversity & sustainability





Culture of Belonging, Purpose, and Joy

MVSD creates a culture of belonging, purpose, and joy so that students will own their own learning and be a meaningful and positive voice in their school communities.

Objective 2: Students will be empowered to own their learning and be a meaningful voice and participant in their school communities.

Strategies

- Bring back and create opportunities for students to celebrate their learning
- Investigate and implement a broader range of opportunities to develop student voice and acknowledge student contributions

Highlights from 2024-2025

- Fourth Annual Student Leadership Summit on Social Justice
- Student Leadership on cell phone-free learning environment

Portrait of a Graduate attribute: **Self Directed Learner**

KES Student Leadership

- Council Opportunities 5th & 6th
- Junior Librarians - 2 six graders each year
- Fire Marshals - 3 six graders each year
- Student PBIS Universal Leadership Team (Positive Pom Pom People, or 4 P's) grades 4-6
- Musical Productions and Band Opportunities - Student Choreographers and Producers
- Annual Talent Show
- Big Friend/Little Friend Grades 6 and Kindergarten Mentors
- School Store (Little Taco Agency) to benefit local charities
- Student Monthly Newsletter



BA Student Leadership

- 5/6 grade developed school wide values and shared them with each classroom
- 5/6 grade lead spirit week
- 2/3 grade presenting at Marsh-Billings-Rockefeller to the park officials
- 2/3 Fossil Museum Presentation
- 3/4 Grader making Maple Syrup start to finish and serving at a community breakfast fundraiser

WES Student Leadership

- 4th grade Wildcat club: All 4th grade students participate in a weekly leadership group of their choice Wildcat club
- Wildcat club planned and led WES Spirit Week in December
- Students are featured each week at faculty meeting to share shoutout videos for teachers or staff they want to recognize
- PreK hosted a lantern walk to teach families what they had learned about light, seasons, and solstice
- Student Learning Walkthrough planned for March 2025.
- Student mentoring and book buddies



19 Teaching Assistants through C3

Sophomore Job Shadow Day 2024



169 student leadership opportunities at WUHS/MS

13 VT Teen Leadership Safety Program
3 8th Grade VT Legislative Pages
13 HS & 11 MS QSA Members
4 Yoh Masters & 6 Yoh Theater Leaders
3 Students attended Youth Climate Leader Academy
3 Garden Interns
1 member of VT Tobacco Control Youth Leadership Council



88 WUHS students attended the second Student Leadership Summit on Social Justice, along with 20 students from other districts.





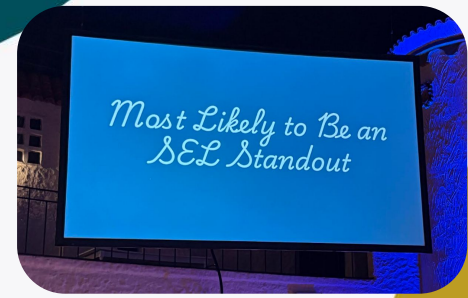
- 11% of students participate in Yoh Theater
- 75% of WUHSMS students played a fall or winter sport
- 72% of WUHSMS students who are economically disadvantaged played a fall or winter sport
- 30% of WUHSMS students played a fall and winter sport
- 77% of WUHSMS students who are not economically disadvantaged played a fall or winter sport



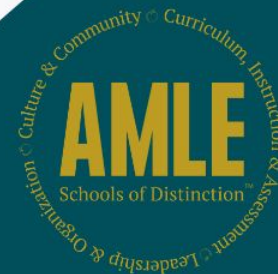
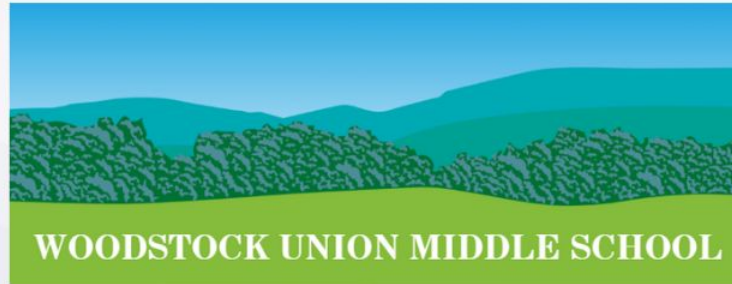
Sport	Number of Students
Football	38
Girls Soccer	36
Boys Soccer	30
Nordic	30
HS Boys Basketball	27
Mountain Biking	26
Cross Country	23
Field Hockey	23
Snowboarding	23
Girls Ice Hockey	17
Boys Ice Hockey	14
Golf	12
HS Girls Basketball	11
Alpine	10
Grand Total	320



2025 AMLE School of Distinction



Woodstock Union Middle School



A photograph of a busy school hallway. In the foreground, a young woman with brown hair, wearing a light blue strapless top, is smiling and looking towards the camera. Behind her, several other students are walking in the same direction. A girl in a grey jacket is looking back over her shoulder. Further back, a girl in a striped shirt is walking. The hallway has green lockers on the right side and a glass door at the end. The lighting is bright from overhead fluorescent lights.

Woodstock Union Middle School
Woodstock, Vermont



Safe and Supportive School Environments

Through the cultivation of safe and supportive school environments, MVSD provides the foundation for students to be fully present for learning and be stewards of their personal wellness.

Objective 3: Create safe and healthy learning environments.

Strategies

- Advocate for greater community-based SEL resources
- Review SEL supports and resources to ensure systems are consistent and coherent
- Provide planning and resources to ensure that all of our campuses are healthy and safe school environments

Highlights from 2024-2025

- Return of the Community Care Coordinator position
- Completion of multiple facility improvement projects

Portrait of a Graduate attributes: Skillful Communication, Critical Thinking and Problem Solving

2023 Youth Risk Behavior Survey: Selected High School Measures, MVSU



Protective Factors

Compared with **Vermont** high school students, **MVSU** high school students report **stronger protective factors**, including belonging, school engagement, and post-secondary planning.



Participate in 10+ hours per week of afterschool activities

Feel that they matter to others in their community



Plan to attend further schooling after finishing high school

High school students in Mountain Views SU demonstrate strong protective factors including belonging and parental engagement. These factors have been linked to lower substance use and higher levels of post-secondary schooling.



- New roof on KES
- New Preschool Playground BA
- Complete HVAC system upgrade at RES ie: heat pumps/highly efficient Air Handling Units
- Newly paved parking lot at RES
- New Softball/Field Hockey Bleachers @ WUHS
- New water main service at WUHS & WES
- Security project WUHS re-key & limit entrances to WUHS. Fob access for designated entrances
- Repair Treehouse WES playground
- New District truck/sander/plow. WES plowing/WUHS sanding is now done in-house



Foundational Systems

Coordinate, simplify, and routinize operational systems in each of our buildings across the district so that operations are transparent, user-friendly, and efficient.

Objective 2: Assess current infrastructure and operations with the goal of enhancing systems.

Strategies

- Identify financial priorities and create a financial strategic plan
- Develop and implement onboarding and offboarding procedures for board members and staff

Highlights from 2024-2025

- Partnered with Dartmouth faculty and students to assess current onboarding systems and make recommendations
- Working group established to review systems and recommendations from Dartmouth group

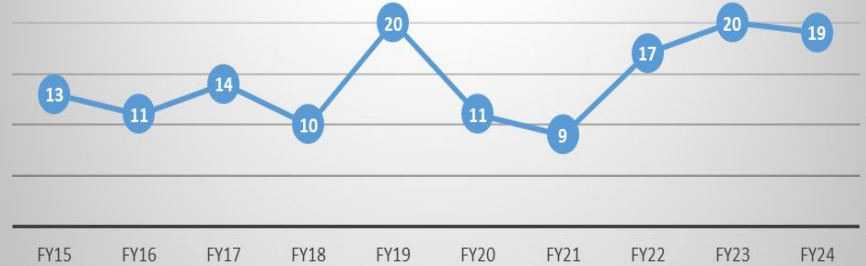
Portrait of a Graduate attributes: **Skillful Communicator, Self Directed, and Problem Solving**

9 PreK-4 Teachers and Administrators participated in Language Essentials for Teachers of Reading & Spelling



All teachers of reading in Grades 7-12 participated in training for knowledge building, comprehension, fluency and vocabulary during faculty meetings

TEACHER ATTRITION



PhD, 1%

BA, 25%

MA, 74%

Teachers with PhDs, MAs and BAs

Educators accessed **102** credit-bearing courses and outside PD opportunities

New educators mentored: **22**

92% of formal evaluations for first year teachers completed

18 Teachers of math in Grades K-12 participate in Math Pact training





Other District Work:

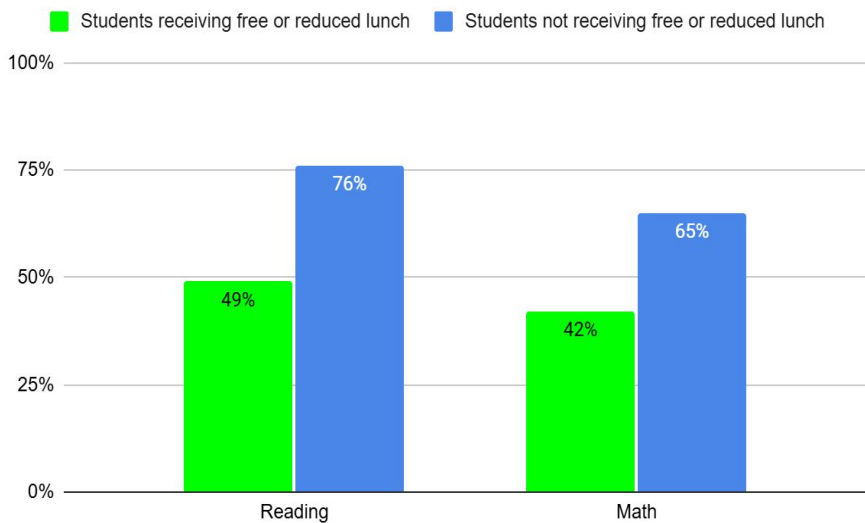
Equity



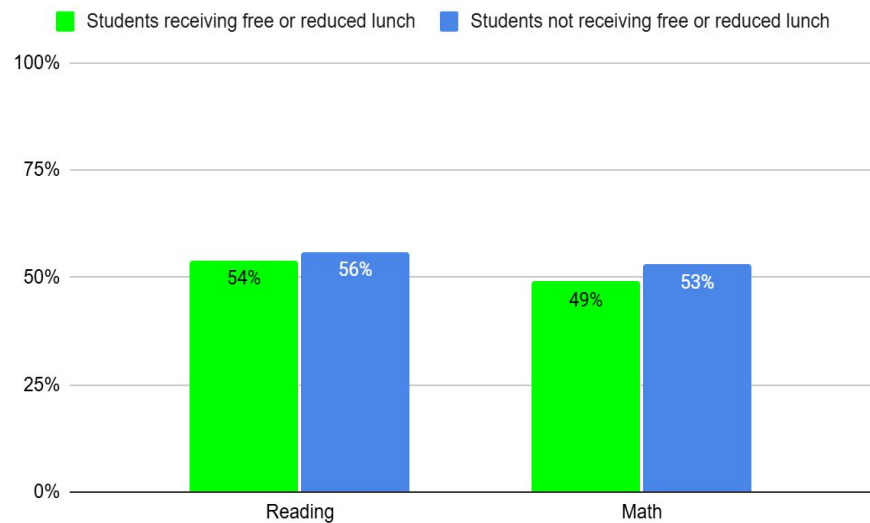


MVSU Equity Data

STAR Proficiency: Winter 2024-25



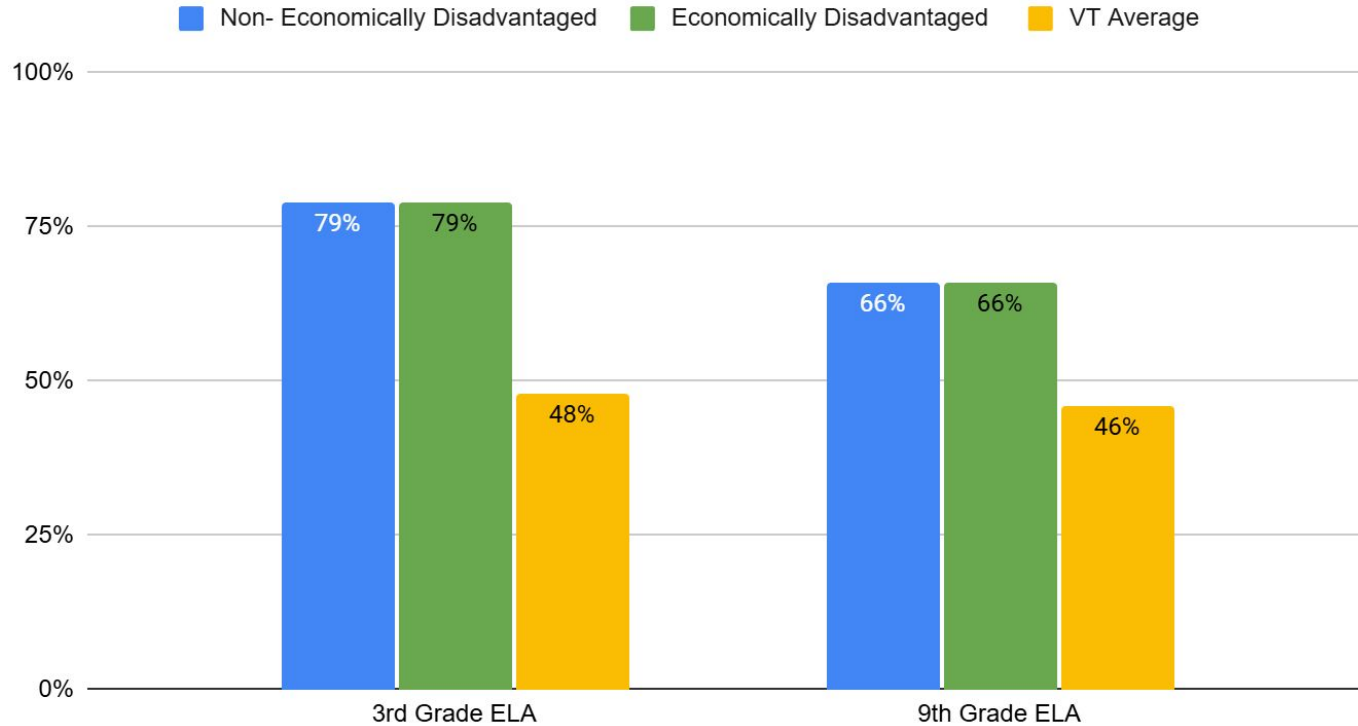
STAR Growth (Average SGP): Winter 2024-25



MVSU Equity Data



2025 VTCAP ELA Percent Proficient



MVSU Equity Data



25% of MVSD students have been identified as Economically Disadvantaged
(down 4% from 2023-24)

19% of students enrolled in AP Classes are Economically Disadvantaged
(up 4% from 2023-24)



73% of disciplinary incidents involved male students
(down 1% from 2023-24)



55% of disciplinary incidents involved an Economically Disadvantaged student
(down 6% from 2023-34)



BIMPOC Snapshot

Actions Taken:

Nine Late Start Wednesday sessions

- Teachers explored many topics including:
 - Linking EID, EL & POG
 - International Perspectives in News
 - Unconscious Bias in Schools
 - Equity Challenge group
 - Restorative Practices

10% of MVSU students identify as BIMPOC



2% of our faculty and staff identify as BIMPOC

13% of the disciplinary incidents in MVSD schools involved a BIMPOC student



8% of students enrolled in AP classes identify as BIMPOC

* BIMPOC = Black/Indigenous/Multiracial/Persons of Color





MVSU Commitment to Coherence:

“What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the **individual and collective** ability to build **shared meaning, capacity, and commitment to action.**”

“When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose—coherence emerges and powerful things happen.”

Quote from the book: Michael Fullan’s [Coherence](#) (Page 1)



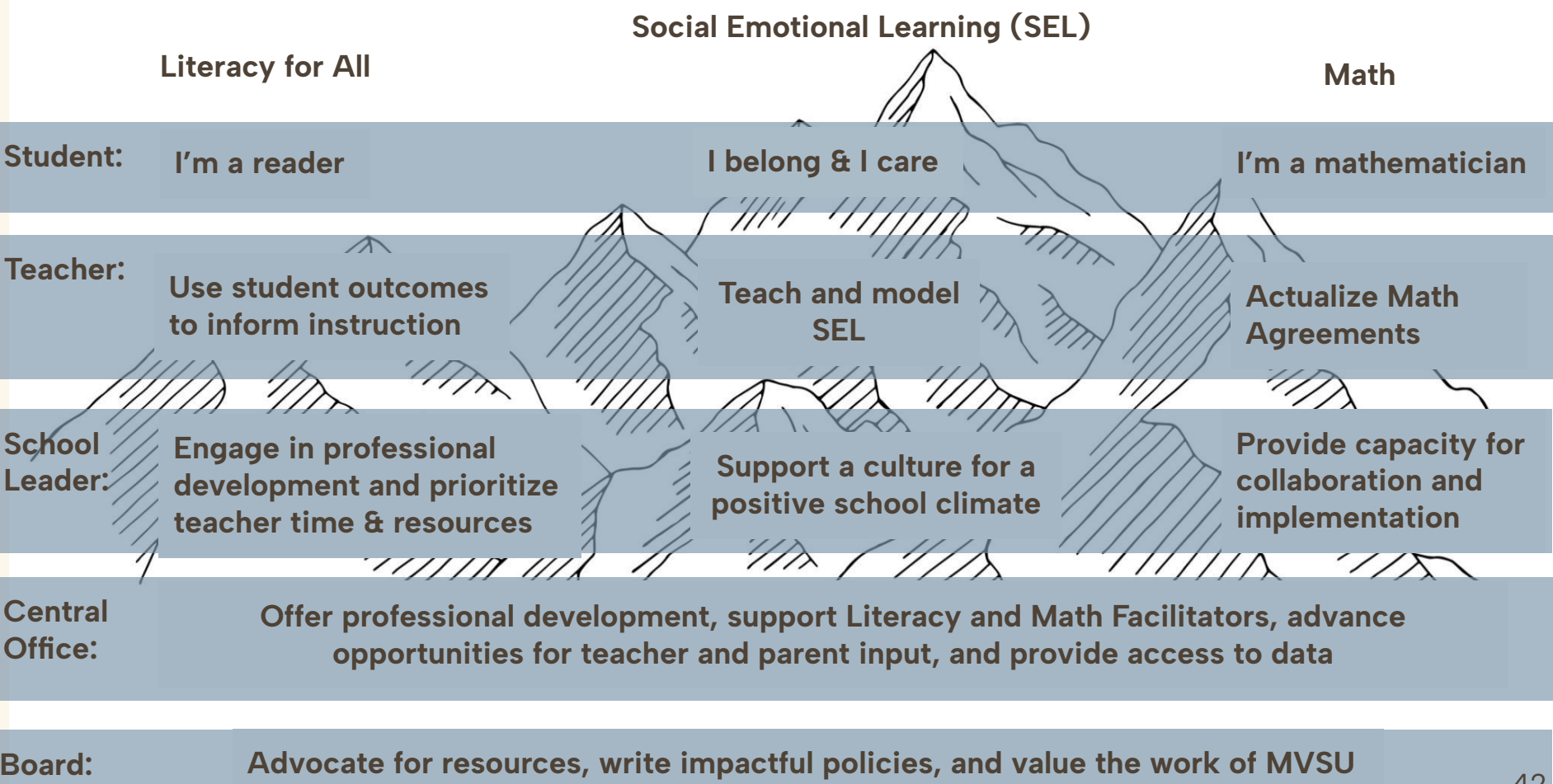


We are
Proud of



Amazing students
School Board support
Graduation rates
Retention of caring and committed staff
Community partnerships and resources
Math common agreements
Research based literacy training for all
Engagement in professional development
Universal full-day Pre K
Strong leadership team
Literacy growth K-4
Restorative practices
Local, State and National Faculty & Program
Recognition
Partnerships with Higher Education Leaders
Extensive participation in Co Curricular Activities
And so much more....

In 2025-2026, We are all learners....

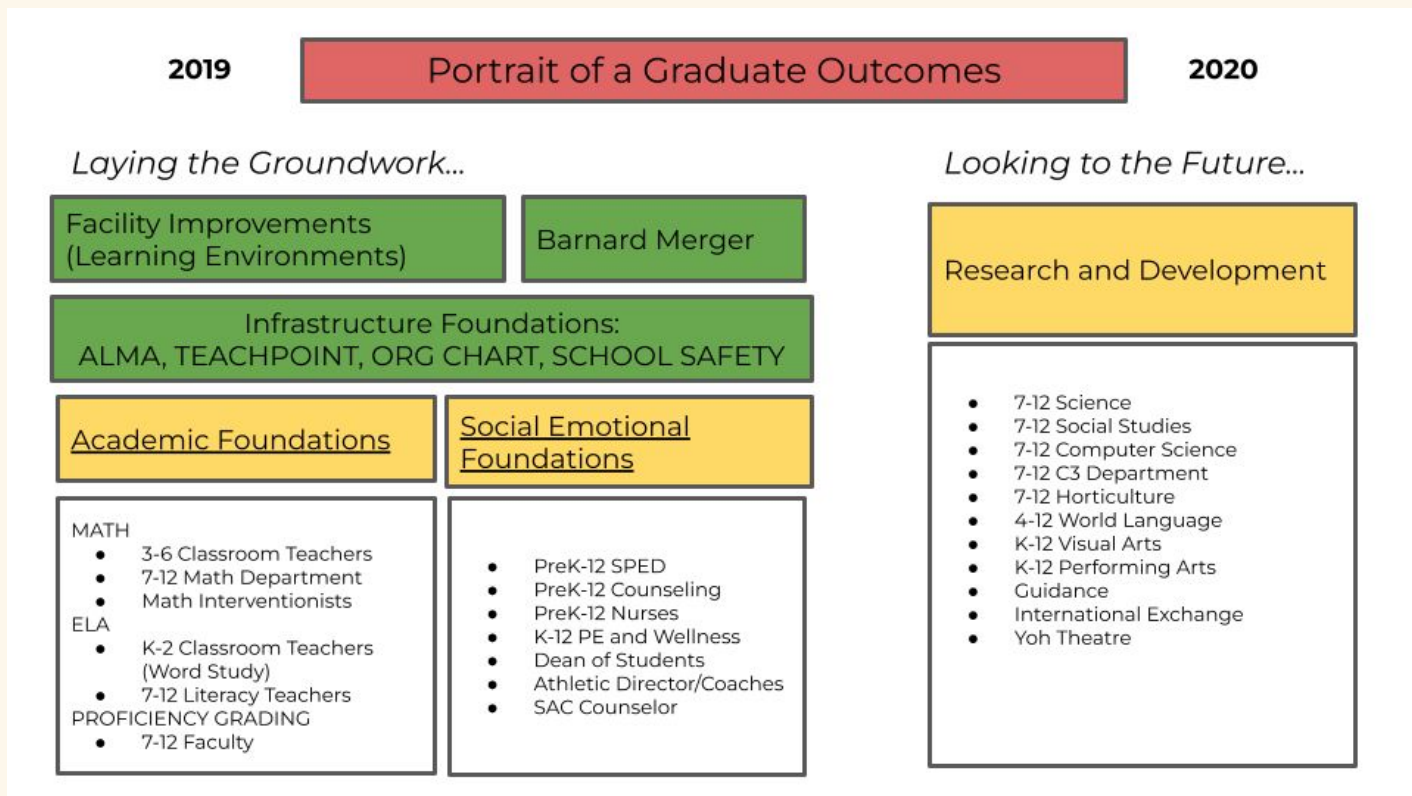


 We are MVSU
& We are all
learners!





In 2019–2020, we committed to:





Areas of Focus

Literacy
Math
Safe and Healthy Schools