

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal W Harrison Little  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Enfield Village School  
(As it should appear in the official records)

School Mailing Address 271 US Route 4  
(If address is P.O. Box, also include street address.)

City Enfield State NH Zip Code+4 (9 digits total) 03748-0329

County Grafton County

Telephone (603) 632-4231 Fax (603) 632-5482

Web site/URL https://evs.mascomaschools.org E-mail jwinny@mvrds.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Amanda Isabelle E-mail aisabelle@mvrds.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mascoma Valley Reg School District Tel. (603) 632-5563

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Cookie Hebert  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	20	15	35
K	15	18	33
1	20	19	39
2	23	16	39
3	16	14	30
4	15	18	33
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	109	100	209

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0.5 % Asian
  - 2.4 % Black or African American
  - 1.9 % Hispanic or Latino
  - 0.5 % Native Hawaiian or Other Pacific Islander
  - 93.3 % White
  - 1.4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2020	197
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

French, Spanish, Dutch, Yoruba, Bengali, Shona

English Language Learners (ELL) in the school: 3 %

7 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 43

8. Students receiving special education services with an IEP or 504: 28 %  
59 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>3</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>25</u> Other Health Impaired                |
| <u>12</u> Developmental Delay    | <u>8</u> Specific Learning Disability          |
| <u>4</u> Emotional Disturbance   | <u>8</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

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 is Mascoma Inspires! Build the path you want to take. Enfield Village School Mission Statement: We are a community that values children, recognizes their individual strengths and inspires them to learn and grow.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and DISTRICT ANTI-DISCRIMINATION PLAN

Category: Priority/Required by Law

Related Policies: ACE, GBAA, JBAA, JICK, KED

Prohibition Against Discrimination of Students in Educational Programs and Activities.

Under New Hampshire law and Mascoma Valley Regional School Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District’s public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District’s education programs, on the basis of any of the above classes, or a student’s creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The Mascoma Valley Regional School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

#### Policy Application.

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

#### District Anti-Discrimination Plan.

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the District's Human Rights [Non-Discrimination] Officer and Title IX and 504 Coordinators.

No less than once every two years (off years from review of the District's Suicide Prevention Plan per Policy JLDDB, the Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall assure that District and or building personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

Human Rights [or Non-Discrimination] Officer

Title IX Coordinator

504 Coordinator



The Appendix will also include current contact for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights

U.S. Department of Agriculture, Office of Civil Rights

N.H. Human Rights Commission

N.H. Department of Justice, Civil Rights Unit

N.H. Department of Education, Commissioner of Education

Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy GBAA;

Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy JBAA;

Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and

Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of  
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discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: [humanrights@nh.gov](mailto:humanrights@nh.gov)

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

Notice of Compliance.

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

Draft to School Board: 12/16/03

First Reading: 12/16/03; Second Reading and Adoption: 1/13/04

SB Review: 11/27/18; F&F Review: 4/3/19; 1st Reading: 4/23/19; 2nd Reading: 5/14/19

Policy Review: 1/30/20; 1st Reading: 2/25/20; 2nd Reading/Adopted: 4/28/20

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Enfield, NH is a town of approximately 4,500 residents. It is one of five towns making up the Mascoma Valley Regional School District but has its own PK-4 elementary school with a population of just over 200 students. Enfield is a community that is home to a diverse socio-economic mix. Doctors and academic professionals, who are employed at one of our region's many hospitals and colleges, work alongside community members who are loggers, mechanics and hospitality workers. Although the educational background and annual income of Enfield's residents is varied, the fabric of this community is strong. The residents of Enfield support one another and are incredibly child/family oriented. In the winter you will find families getting together to sled on the La Salette hill or skate on the paths that are cleared on Lake Mascoma. In the summer those same families frequent Huse park, the town library, or Mascoma's beach. Enfield does more with less than many of its neighboring communities and always puts its residents before all else.

Realizing that children enter our school with different experiences and backgrounds, we do our best to take children where they're at and provide them with opportunities to move forward, both academically and emotionally.

Each day at the Enfield Village School begins with a different classroom broadcasting to the entire school over the public address system. The pledge of allegiance is led by our day custodian, a retired serviceman, and a mindful moment is facilitated by our school counselor. This daily ritual is followed by a Morning Meeting in every classroom, in keeping with the principles of Responsive Classroom. Knowing that children need to be supported emotionally as well as academically, we have a Social Emotional Wellness team where teachers discuss students they are concerned about and what we can do to support these children. We have a Student Support Center to help children who benefit from time outside the classroom to refocus or regulate. The Student Support Center's staff and our school's counselor often go into classrooms to teach executive functioning and prosocial skills. They also meet with small groups of students to provide more extensive support for those who demonstrate the need.

Academically, children are benchmarked at the beginning of each year in literacy and numeracy. All children are progress monitored throughout the year as well using Aimsweb. This data is used to identify gaps in instruction and make adjustments as needed. It is also used to identify specific students who might benefit from additional support. The Enfield Village School has a designated reading room, staffed by a reading specialist and reading assistant, that provides tiered reading services. EVS also offers an after school math tutoring service, staffed by classroom teachers.

Each month, students are celebrated at our All School Assembly. Mighty Owl awards are presented to students who have demonstrated safe, respectful and responsible behavior throughout the previous month. (Our school's mascot is an owl, and At EVS we are safe, respectful, and responsible! Is our school's montre.)

EVS offers a wealth of special events and opportunities for our students each year. We participate in the Kids' Heart Challenge annually and our Ladybug Book week celebrates the best of new children's literature and reading in general. Many of our students participate in the Finding Our Stride running program in the spring and fall, as well as the after school enrichment activities sponsored by our Parent/Teacher Association. At the end of the school year, we have a school wide field day for all students to enjoy.

There are many other reasons that our school is unique. Our school benefits from Henry, our principal's certified therapy dog, who is a calming and much loved member of our school community. Our school values strong ties to our greater community. Classes take trips to the town library and police station. Police officers visit our classrooms and have lunch with students. Classes take advantage of our proximity to the Northern Rail Trail to get outside and explore nature. Fourth grade students study New Hampshire and Enfield history and take a field trip to the Shaker museum located in Enfield.

In spite of the challenges posed by the global pandemic, our school has worked hard to maintain our close

ties with the families of our students and the community at large. In the past year we were able to raise \$82,000 to fund a new playground, specifically for preschoolers and students with physical disabilities. We hosted a local artist for several weeks who worked with students to create artwork that was displayed on our school grounds and on our town's commons. We had to move assemblies, conferences, special education meetings, kindergarten orientation, and open houses to an online platform; but we maintained every right of passage and upheld every beloved tradition. We are also proud of the fact that we were open for in-person learning, full-day, five days a week, for all but three days of the 2020-21 school year; while simultaneously operating a remote academy for families that were not yet comfortable returning their children to in-person learning. Every quarter families were given the opportunity to switch from in-person to remote learning and vice versa. We met 100% of family preferences throughout this time.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

The Enfield Village School has carefully selected our core curriculum, instructional materials, and assessment tools to provide our students with a solid foundation on which to build their educational career and to inspire them to contribute to our community. Through modeling and explicit instruction, we implement our student-centered instruction.

Our core language arts program, Reading Wonders, allows for the exploration of a variety of reading genres while building fundamental literacy skills. Additionally, phonics instruction is provided through Wilson Foundations, ensuring that all students are given the tools to grow. Everyday Math is used to deliver math instruction school-wide. Our social studies and science programs, outlined below, create opportunities for place-based learning and give students the opportunity to make connections to the world around them from past to present. Our curricular and assessment tools are used, along with the cultivation of a growth mindset, to encourage students to be self-motivated learners, who are curious about the world around them.

Progress is consistently measured and instructional pace is adjusted accordingly. We use Aimsweb to benchmark our students in literacy, numeracy, and SEL each fall, winter, and spring. We also use this tool to progress monitor 100% of our students every two weeks in both literacy and numeracy. Teams meet twice monthly to review these changes and to make adjustments as necessary.

Our school has a 1:1 device program for students in grades K-4. Every kindergarten student is provided with a tablet at the outset of the school year. All other students are provided with a Chromebook for the year. All classrooms are equipped with a Smartboard and we are making the transition to interactive touchscreens in all educational settings.

Our overarching philosophy is to create an engaging and supportive educational space in which students can grow and flourish.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The Enfield Village School uses the following curricula for literacy instruction: McGraw-Hill's Reading Wonders program, Wilson's Foundations, and Write from the Beginning. Reading Wonders is aligned with the informational reading, literature, and language arts standards as well as some of the Foundational reading standards. In grades K-2, Foundations is used to improve students' ability to decode and encode. Finally, Write from the Beginning aligns with the writing standards as it supports students with modeling and organizing their thinking. We are currently in the midst of a curriculum review, and we are analyzing how effective these curricula are and whether there is adequate vertical alignment.

All teachers provide differentiated instruction in their classrooms. In some cases, teachers across an entire grade level will work together to provide more targeted instruction. For example, the second grade team divides students into small groups for targeted Foundations instruction. These groups are decided based on assessment data and observation. We have seen significant growth due to this targeted instruction. Teachers also provide differentiated instruction through the use of modified and targeted materials. For example, teachers consistently use the school's leveled library and the Reading Wonders leveled readers to provide students with instructional materials that are geared to their level. In addition to differentiated instruction, teachers also embed multisensory activities into daily instruction. For example, students use shaving cream, sandpaper, play dough, white boards, and various other tools as they learn letter shapes and sounds.

EVS teachers monitor their students' learning through assessments such as Aimsweb, NWEA, Pearson's Developmental Reading Assessment, and SAS in addition to daily formative assessments and observations.

All students K-4 participate in the Aimsweb Benchmark assessment three times a year and are currently progressed monitored on a biweekly basis. Grade level teams discuss these results each month and, in conjunction with the reading specialists, discuss possible interventions to support students at all levels of instruction (tier 1, 2, and 3). Students who are struggling can receive tiered reading support from a licensed reading specialist and are even more closely monitored.

Teachers and students can access a plethora of technological and online resources to enhance or reinforce instruction. RazKids provides teachers with differentiated reading materials, so that all students can access texts, both online and in hard copy. PebbleGo and BrainPop are two databases that students have access to in order to deepen their content knowledge and engage in research inquiries. Finally, Lexia provides gamified literacy activities that support and extend instruction.

### **1c. Mathematics curriculum content, instruction, and assessment:**

To effectively teach mathematics at Enfield Village School, we use the standards based McGraw Hill Everyday Math program. It is a spiraling program that touches on different concepts repeatedly throughout the year, in pursuit of mastery. Because all EVS teachers use Everyday Math, the curriculum spirals between grade levels, making smooth transition possible between grade levels. Even our preschool program uses manipulatives from Everyday Math to familiarize the children with the materials they will be using in the years ahead. Our math tutoring program uses the foundation of Everyday Math, teacher feedback, and data to meet the needs of struggling mathematicians.

In conjunction with Everyday Math, we use some respected and effective supplementary tools, recognizing that every child's learning is different. So while Everyday Math is very effective and thoughtful in its approach, children at times need different ways to think about concepts, in order to meet grade level expectations. We use two online programs, Dreambox and Xtramath, to allow children to learn concepts at their level and pace, so those who need to revisit concepts that were a challenge for them can, while others who need a challenge can have their needs met as well. Xtramath helps children, particularly in third grade, master their addition, subtraction, and multiplication math facts This prepares them for the advanced concepts taught in fourth grade.

To further meet the needs of our students and their individual learning styles, it is not uncommon to find math centers happening in classrooms. Sometimes the groupings are homogeneous, sometimes heterogeneous. We are careful to consider what the goals of the centers are, the social impact of these groupings, and how learning would be best achieved in these groups. We also have a large selection of hands-on math manipulatives that help us immediately adapt instruction to meet the needs of our learners. We pride ourselves on using our Everyday Math curriculum with fidelity, but also balance that commitment with a commitment to the specific needs of our students. We have base ten pieces, Judy clocks, multi-sided dice, flashcards, unifix cubes, play money, counters, tape measures and rulers, three dimensional shapes, fraction pieces, pattern blocks, tangrams, geoboards, attribute blocks, and more! Children light up at the opportunity to use concrete materials, opening their minds to learning.

Lastly, in order to make sure our approach is meeting the needs of the students, we use AIMSWEB to progress monitor our students throughout the year and to benchmark their growth three times a year. This helps us verify that we are meeting the needs of our students and that interventions we are providing are successful. In the fall, winter, and spring, the school uses the NWEA as another tool to determine if our students are making adequate gains. This assessment also helps us identify what we can do more of, or what we can do differently, to move our students forward.

### **1d. Science curriculum content, instruction, and assessment:**

The Enfield Village School has a state of the art, standards-based science program called Amplify Science. It is utilized in grades K-4. Our school adopted this resource, because it addresses state standards while offering a glimpse into how scientists and engineers operate in the real world. The problem-based model empowers students to consider a variety of solutions, based on scientific principles. Students work in teams to conduct experiments and answer questions, building their capacity for inquiry and research.

Scientific learning is assessed through both formal and informal means. Small group work affords teachers time to circulate between groups and check for understanding before moving on to the next concept. Online simulations offer the chance for formative assessment as well. Each unit in Amplify Science culminates in a summative assessment. As all good scientists know, experimental results and conclusions must be presented to a wider audience for peer review. To that end, the science curriculum is highlighted in our monthly All School Assembly by students who perform experiments live and share their learning with the entire school community.

In addition to our core science program, we offer additional learning opportunities to spark learners' curiosity and inspire their continued pursuit of scientific knowledge. Literacy units on astronomy and agriculture serve as additional access points to scientific exploration. Project-based learning about New Hampshire animals culminates in a field trip to Squam Lake Science Center in both kindergarten and third grade. The school offers many online resources to further students' scientific inquiry; including Pebble Go, Brainpop, and Discovery Education. Parents and members of the community volunteer each year to provide the FourWinds Nature Program at our school. FourWinds volunteers visit each classroom five times a year to present hands-on programming based on an annual theme - Cycles in Nature Earth, Structure and Function, etc. Individual lessons introduce students to physics, biology, chemistry, ecology, and geology.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Social studies learning at the Enfield Village School focuses on building students' understanding of civics, geography, history, economics, culture and society by providing real world experiences and problem-based learning opportunities, supported by various standards-based programs. We work to educate our students, so that they can become global citizens. We hope that they gain a strong understanding of their place in our community, state, country, and world over the course of their five years with us.

At EVS kindergarten classes take walking field trips to different community offices in Enfield. They also learn about making a positive impact in their community by delivering canned food items to the local food pantry or by taking field trips to visit voting booths. Fourth graders learn about the state of New Hampshire by creating hands-on count maps and a model of an Abenaki Village. The fourth grade students also participate in an annual state report and "Float Parade." The students select a state, research it, write an informational report about their state, and finally create a parade float that shows off their new learning about the state they have chosen. They proudly parade the halls with their floats, inspiring the younger grade levels to look forward to this twenty-year-old tradition at EVS. Students across all grade levels also benefit from our school's proximity to the Shaker Museum.

Teachers at EVS also work hard to bring a wide range of social studies materials to their students. In addition to standards based curriculum that serve as the base of each grade levels' social studies programming, teachers offer resources such as Time for Kids, Scholastic News, Newsela, and Discovery Education. Stocking classrooms and the school library with texts promoting social diversity and a culture of acceptance has also been a priority for the EVS staff in recent years.

#### **1f. For secondary schools:**

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

Enfield's Preschool offers a program for three and four year olds. The three year old students attend on Tuesdays and Thursdays, and the four year old students attend on Mondays, Wednesdays, and Fridays. Both programs are play-based. The curriculum for three year olds consists of Handwriting Without Tears, Second Step, and Music and Me. The four year old curriculum consists of Handwriting Without Tears, Foundations, Kilpatrick, and Second Step. While neither program has a set math curriculum, we use the Everyday Math framework, used at all other grade levels within the school, to lay a foundation for students for kindergarten and the grades beyond.

Our preschool program has the unique benefit of being housed in the same building as grades K-4. This allows our students to build relationships with the classmates they'll be learning alongside for the next five years. It also allows them to get to know various teachers and staff members that they'll be working with for years to come. Our students attend Unified Arts (art, music, physical education, and library) with the same teachers they will be working with through fourth grade. Our preschool students, if found eligible, receive early interventions from speech and language pathologists, occupational therapists, and physical therapists.

Every preschool student in both the three and four year old program is assessed at the beginning and end of each school year. We administer the Handwriting without Tears assessment that focuses on key curriculum areas; such as following directions, color, picture, letter and number recognition, receptive and expressive language, and fine-motor abilities. Our entire preschool team - including the teacher, paraprofessional, specialists, and case manager - continually observe students and adjust instruction to best meet student needs. The final assessment we use in our program is specifically focused on identified students. We use a program assigned by the state of NH called AEPSi to measure children's progress and identify their areas of need.

## **2. Other Curriculum Areas:**

The Enfield Village School aims to support the whole child, and as such, all students have access to art, music, technology/library, and guidance. The Unified Arts teachers intentionally create their units of study to incorporate skills and knowledge that are being addressed in the general education classrooms, while also providing students with additional ways to express themselves, process information, and engage with their community.

All students participate in physical education classes twice per week. Health and nutrition are embedded in PE classes, as is math. For example, students tracked steps and then charted the data. PE is also the perfect time to practice essential social-emotional skills such as self-reflection, goal setting, teamwork, communication and problem solving. The PE teacher maintains a "conflict corner" to encourage students to work through interpersonal problems with minimal teacher intervention. Finally, students learn about the rules and equipment required for many different sports. Soccer has become such a popular sport that students routinely organize and referee their own games during recess. Beyond traditional sports, students participate in a unit on disability sports, where students are exposed to sports and athletes they might otherwise not learn about. They have the opportunity to see all people as capable and innovative, which deepens their ability to empathize and broadens their awareness of the world around them.

All students have art and music class twice per week for two quarters of the year. As with PE, our art and music teachers work to make cross-curricular connections whenever possible, while also creating unique learning experiences for all kids. In music, literacy instruction is supported when students read and write their own songs, when music is used as a mechanism for increasing phonological awareness, and when students perform in front of their peers. Both art and music require mathematical thinking, particularly in terms of identifying patterns and using fractions or geometric shapes. For some students, these specials allow them the opportunity to express themselves in ways that they can't at any other point in their day.

Finally, the library media program aims to support the culture of reading at EVS. All students participate in library classes once per week. They can check out books and are encouraged to take personal responsibility for these materials. Units of study tie into the general curriculum as much as possible. For example fourth graders complete research tasks that ultimately support further research back in the classroom. They are charged with finding digital and non-digital resources, using text features to find information within a resource, and citing their sources. In terms of technology instruction, all students complete a unit on Digital Citizenship using the Common Sense Media curriculum. Second through fourth graders participate in the Hour of Code challenge. Whenever possible, the LMS collaborates with classroom teachers to integrate technology meaningfully into their projects and instruction. For example, the LMS and a 3rd grade teacher co-taught a research project that culminated with students presenting slideshows to their peers.

Guidance is another subject area where students get to work on essential social-emotional skills. A weekly



social-emotional learning lesson is taught in every class, often by the school counselor. Choose Love is our primary SEL program, but our school counselor also uses elements of Kelso's Choice, Engine Run, and other materials to best meet students' needs. We are dedicated to ensuring that all students have access to social-emotional learning opportunities, especially given the challenges created and/or exacerbated by the Covid-19 pandemic.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

The Enfield Village School has adopted a Response to Intervention model to address the wide range of abilities of our students. RTI uses data to identify students at risk for poor learning outcomes, monitor student progress, provide interventions, and adjust interventions based on outcomes.

At the beginning of each school year all students are screened in the areas of literacy, numeracy, and social/emotional learning. If warranted, students are provided with additional instruction in the areas of literacy and numeracy, outside their classes' literacy and numeracy periods - we work hard to supplement, not supplant. Through Tier 2 and Tier 3 reading groups, students are provided with an additional 30-60 minutes of reading instruction every school day. Through after school math tutoring, students are able to close gaps in their own learning without breaking with their grade-level scope and sequence.

Every week all students in grades K-4 are progress monitored in the areas of literacy or numeracy using Aimsweb. Every other week grade level teams meet to review the results of this testing. These results help teachers plan instruction for individual students and identify students who are not making adequate progress. Every nine weeks the school's Data Team meets to discuss the progress of all students who are considered to be "at-risk." This team makes decisions about moving students between tiered levels of intervention.

In addition to the data team, a Student Support Team (SST) and Social Emotional Wellness Committee (SEW) meet every two weeks to meet the diverse and individual needs of students. Any teacher can refer any student they are concerned about to one of these two committees. Through these committees students can temporarily access speech services, occupational therapy, physical therapy, and social/emotional support groups. After six to twelve weeks of intervention, students are discharged from these committees with further monitoring or referred for a special education evaluation.

The Student Support Center (SSC) is another resource within the school that provides intervention for students in need. Here students can take breaks, receive incentives tied to behavior plans, and meet in small groups to play cooperative games. Enfield's school counselor runs executive functioning groups to teach students techniques and strategies to assist them with focus and attention.

#### **3b. Students performing above grade level:**

The staff at the Enfield Village School works hard to provide differentiated instruction to our students, so they may all learn and grow. We use both AIMSWEB and NWEA assessments to benchmark our students three times a year. This allows us to see where our students are at the beginning of the year, halfway through the year, and at the end of the year. We use these assessments to tailor instruction and interventions to encourage academic growth. We also use AIMSWEB as a progress monitoring tool for all of our students, so we can keep all of our students accessing material and progressing academically.

We have a leveled library with multiple copies of every book that allows us to run differentiated and homogeneous reading groups. Utilizing this resource, children who love the written text and thrive as readers can read trade books, both fiction and nonfiction, that challenge them to continue to grow. They are excited to have these opportunities, and look forward to reading books with others. Our Reading Wonders curriculum also has leveled readers, so we can have students read the same topic at different levels.

All classrooms throughout our building find ways to differentiate and meet the needs of advanced students. In some rooms, when tiered students leave for their interventions, the instruction is modified to meet the

higher needs of the students that remain in the room at that time. In other rooms, the whole class is divided into homogeneous groups at different times throughout the day, so each group can get below, on, or above grade level instruction simultaneously. The composition of these groups are fluid and change as the AIMSWEB progress monitoring data changes. Yet in other classrooms, peer tutoring and teaching occurs, so that stronger students, with a child's lens, can help their peers learn a concept that is challenging for them.

We work hard to meet the needs of all our students.

### **3c. Special education:**

The special education department at the Enfield Village School is comprised of four full time Case Managers, a part time Special Education Coordinator, a full time Special Education Clerk, a part time Preschool Special Education Coordinator, a part time Speech and Language Therapist and full time Speech and Language Assistant, a part time Occupational Therapist and full time COTA, a part time Physical Therapist, a part time School Psychologist, and several para professionals. Case Managers are largely committed to a single grade level for the school year and split their time between co-teaching; providing services in the general education setting; providing services in the special education setting; and all of the testing, documentation, and meetings that go hand-in-hand with this position.

The special educators at EVS work together with a diverse team, including the students' parents, to provide a strength-based approach to intervention. Members of the Special Education Department frequently attend grade level team meetings; Special Education department meetings; and meetings with individual teachers to discuss current data, individual student needs, professional development, and the classroom perspective.

To allow all students to reach their full potential, we use a comprehensive battery of assessments. Once the team has a greater understanding of the child, a plan is developed to provide specially designed instruction to meet their specific needs. Areas that may be targeted include reading, written language, math and social/emotional development. We use evidenced-based programs - Wilson Reading System, Reading Mastery, Language for Learning, Edmark, Math Triumphs, Do the Math, No Glamour - to meet our students' needs. We also target students' social/emotional needs, because, as evidence shows, a child can not learn if they are not in a good place emotionally. We use programs like Zones of Regulation, Social Thinking, and Play Learn Enjoy to teach children the skills necessary to thrive in our learning environment. Data is continuously collected and analyzed in order to measure student progress.

### **3d. English Language Learners, if a special program or intervention is offered:**

The Enfield Village School employs a part time ESOL (English for Speakers of Other Languages) teacher to identify, track and provide services to students with a language background other than English. The ESOL teacher works closely with each student's classroom teacher and parent(s)/guardian(s) as well.

Every new student to the school whose registration materials indicate that they speak or hear a language other than English at home is assessed using a diagnostic testing system of the WIDA Consortium. If students qualify for services based on this assessment, instruction is individual or in a small group, depending on the student's needs. Materials are derived from various sources including classroom content, library books, and online sources. The ESOL teacher designs all lessons with content and language objectives in four domains: listening, reading, speaking and writing. Whenever possible, lessons are designed to include hands-on experiences for the children. For example, this year, second graders learned about the lifestyle of Inuit people and made model igloos. Writing is often preceded by artwork. When possible, the ESOL teacher attends parent/teacher conferences of English Language Learners as well as IEP meetings if applicable.

### **3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

The Mascoma Valley Regional School District employs two full time social workers for a population of approximately 1150 students, PK-12. One of these social workers spends a minimum of a day each week at

the Enfield Village School.

McKinney-Vento students are eligible for immediate enrollment, and free access to school meals, without typically necessary documents. Follow-up to secure school records, immunization records, etc. falls to the MV Liaison. Academic interventions available to students who qualify for McKinney-Vento services include expedited evaluations, Title I services, and additional tutoring. At the Enfield Village School, ELL services have also been provided. Transportation to and from school, when students' families have secured temporary housing outside the district, is also secured and funded by the district. Funding for afterschool programs is also provided when necessary.

Our social workers support of MV students is not limited to the children; support and direct services are also provided to their families, on-site and out in the community. Support for families includes, but is not limited to: securing basic needs, through direct provision or information, and referral/connection to community partners.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The Enfield Village School works hard to consider the school climate and culture in all areas of the building. We begin our day with a mindful minute on the intercom that the whole school participates in. We follow the Responsive Classroom framework - every class starts their day with a Morning Meeting and ends each day with a Closing Circle. (When the need to pivot to remote learning was necessary in the spring of 2020, we continued with our Responsive Classroom model by holding virtual Morning Meetings and Closing Circles. We know how important routine and social/emotional wellness is for our students; this was especially true during the pandemic, when children were isolated in their homes.) The Responsive Classroom model is also readily apparent at the outset of each school year when our students help develop a list of classroom rules and teachers exercise interactive modeling to provide explicit guidance on all aspects of a typical day and week at EVS.

In addition, we have monthly all-school celebrations that showcase a broad range of students' strengths and talents. (We continued with these celebrations throughout the pandemic, even when we could not congregate in-person, by streaming live from various locations around the school. We understood that it was crucial to uphold this bright spot through a dark time.) We extend an invitation to our families and community members to attend these celebrations (or share a recording, as was necessary throughout the pandemic). During these monthly celebrations, chosen students receive Mighty Owl awards for embodying our school motto: "At EVS we are safe, respectful, and responsible!"

We also have a tiered approach to addressing the social/emotional needs of our students through our Social/Emotional Wellness Committee (SEW), 504 plans, and IEPs. Our students have access to whole class, small group, or individual social/emotional instruction and positive behavior plans. We have a Student Support Center with a proactive room, in which students can take a break, participate in a group, or "cash-in" for positive behaviors; and a reactive room, in which students process events that have occurred and plan to rectify mistakes made. Our therapy dog, Henry, is a familiar face in the halls and in many classrooms, and a bright spot in the days of so many children who spend non-contingent time with him. We also have an all-hands-on-deck approach, wherein various members of the staff spend non-contingent time with students on specific plans.

We truly strive to provide a comprehensive set of opportunities for students to promote a positive climate and culture. It takes a village to raise our children at the Enfield Village School!

### **2. Engaging Families and Community:**

Building a strong connection within the greater Enfield community is a primary goal within our school. Our school is supported by the town of Enfield, as well as many local organizations within the Mascoma Valley Regional School District community. The Friends of Mascoma (FOM) organization was founded in 2015 by members of the community looking for ways to support Mascoma residents. Teachers are able to apply for mini-grants to support different initiatives in their classrooms, and the FOM organization provides essential resources to support the families within our building. The students at the Enfield Village School also benefit from the many public services and organizations in the area. Students take walking field trips to the Town Library, where many children get their first library card. The fire and police departments assist our students with safety drills and are active in providing our students with a positive example of community helpers. The students learn about the importance of giving back to the community by participating in food drives for the Enfield Food Pantry or a pet supply drive for the Upper Valley Humane Society. We work to help our students find their place and realize their importance in our community.

Our school is also lucky enough to have a robust Parent/Teacher Association that provides many opportunities for the students and families of EVS. The PTA plans and coordinates after school enrichment programs for students; which provide many children with a chance to try something new like tap dancing, arts and crafts, bowling, or STEM activities. The PTA also supports our school through various fundraising

efforts each year. These fundraisers finance many of our field trips to see live performances in the area. The PTA also provides the funds for an annual 4th grade graduation gift to the school; and it sponsors and/or supports Family Fun Nights, an annual Talent Show, Field Day and 4th Grade Graduation each spring. EVS also fosters parent involvement through programs such as Four Winds, a community-based science and education program run by parent volunteers. From high parent visibility each morning, as parents walk their children into school, to high parent turnout at conferences and our annual open house, EVS benefits from the active engagement of our families.

Finally; EVS has a monthly All School Celebration which invites students, faculty, and community members to join together in song, recognition of student achievement, and demonstration of student learning. These celebrations are a positive way for us to gather together as a school community, and to reflect on all of the wonderful things that are happening in our school.

### **3. Creating Professional Culture:**

Every member of the Enfield Village School staff is responsible for creating and maintaining a three-year individual professional development plan with three goals; the first based on the district's strategic plan, the second based on the school's three overarching goals (created and curated collaboratively), the third entirely at the discretion of each individual staff member. (Examples of personal goals in recent years include; but are not limited to: a new outdoor classroom, monthly school-wide assemblies, and a new preschool playspace.) The building principal meets individually with every professional educator and every para professional each fall and spring, in order to review these plans. In the fall progress is assessed and specific action steps for the year are established. In the spring progress is again assessed and then reflected on, in writing and in conference. Constructive feedback and accountability for professional growth is also provided over the course of the year through mini observations, formal observations, and summative evaluations; facilitated by the building principal and other district administrators.

All professional educators have common planning each day with their grade-level colleagues. More often than not, grade-level para professionals have this collaborative time as well. Formal bi-weekly team meetings are held at each grade level and are attended by the building principal and school counselor. At these meetings data is reviewed and analyzed, as are other topics pertinent to students at that grade level. The entire staff meets once a month. These meetings always end with staff recognitions, so that we can all hear about the great things that are happening in the various corners of the school and express gratitude. Our central office facilitates a meeting for professional educators once a month as well, pulling together all of the teachers across the district at a particular grade level, to maintain appropriate scope and sequence and to ensure cohesion.

For teachers new to the district, there is a mentor program run by district level administrators, wherein every new staff member is assigned a mentor to help them acclimate to the school and district. Mentors and their mentees attend a monthly meeting together, organized by our central office, but check-ins between mentors and mentees are far more frequent at the school level.

Building level professional development representatives are also assigned to both teachers and paraprofessionals to provide assistance. Our Climate & Culture committee encourages staff self-care and also works to keep long standing traditions at EVS alive - such as potlucks, yearly awards, and spirit weeks. Even when COVID made some of these traditions difficult to maintain, we did our best to forge forward with some form of each tradition to keep the culture positive.

### **4. School Leadership:**

The underpinning of the leadership philosophy at the Enfield Village School is that every member of the community is first and foremost a learner. Teachers learn from their colleagues, from their students, from their students' families, and from themselves. Staff members are supported and encouraged to pursue their passions, with the understanding that passion is contagious and makes for better teaching. Experimentation, risk-taking, and failure are also encouraged; because through all of these experiences we grow and remind ourselves what it's like to be a student.

At the outset of each school year the principal meets individually with every member of the staff to develop or review a professional growth plan, catered to the specific needs and interests of each staff member. Clear goals with tangible evidence are set and a detailed plan for achieving these goals is outlined. Over the course of the year the principal meets bi-weekly with every member of the staff in small groups, largely determined by the grade level or department to which each staff member is assigned. The principal also holds monthly staff meetings. The principal meets individually with the majority of the staff again each spring.

Some portion of each of these meetings is dedicated to data analysis. All students at the Enfield Village School are benchmarked in the areas of literacy, numeracy, and SEL in the fall, winter, and spring. All students at the Enfield Village School are progress monitored in the areas of literacy and numeracy every two weeks. We use this data to identify general trends and shore up gaps in our instructional practices. We also use this data to pinpoint the specific needs of individual students who are not demonstrating adequate progress. This data is not used to assess staff performance and has no bearing on financial compensation. It is used as a tool to validate or invalidate changes we have made or strategies we have attempted. Either way we learn and grow as a direct result of this work.

In a small school with a single administrator, the principal has a hand in all aspects of the school's operations: building safety, student behavior, student attendance, staff attendance, staff supervision and evaluation, physical plant, standardized testing, special education, curriculum and instruction, etc. This can be something of a double-edged sword - on the one hand, the principal is pulled in many directions and must often triage the building's needs. On the other hand, little that transpires at the Enfield Village School is unknown to the principal, ensuring continuity across the organization and careful maintenance of the global perspective.

## **5. Culturally Responsive Teaching and Learning:**

Our school's approach to culturally responsive teaching and learning is multifaceted. The composition of our staff, including a social worker and guidance counselor, allows for a tailored and proactive approach to meet the diverse needs of families in our community. Our Student Support Center provides an open and caring place for students to process their feelings about anything that impacts their day. Our leadership provides consistent and accessible communication to families through Youtube videos, email, and phone calls; thereby ensuring that all students and families have access to information and assistance. One example of how our school addresses economic inequities is by providing all school supplies to every student, regardless of their socioeconomic background: pencils, markers, notebooks, etc. Each student receives the exact same items and no family pays out of pocket to obtain these materials.

These formal positions and structures aside, all members of the Enfield Village School staff ultimately contribute to the culturally inclusive environment at the school. Teachers take the time to listen to the experiences kids bring to school with them and honor their contributions to class discussions with an open mind. Staff understand the impact that experiences have on students' availability to learn, and they help students navigate these situations and feelings. Our school's library media specialist focuses on bringing culturally inclusive books to our school. She highlights books that are relevant to current social movements, so that teachers are better prepared to navigate these challenging topics with their students.

Additionally, our staff members demonstrate cultural awareness and sensitivity through their involvement in community-wide events, including those that support marginalized groups or that raise awareness of needs and inequities within the community.

To further bolster our responsiveness, our literacy curriculum dives into social movements of the past while teaching students to identify and take action on causes that are important to them. Through units exploring questions like Why do people run for public office? and How do traditions connect people? Our teachers guide students in understanding diversity. The message to students is clear: They have the power to make a difference in their own lives, as well as the lives of others.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The one practice that has been most instrumental in the Enfield Village School's success is connectivity. Connectivity within the walls of our school and outward to our greater community. It is said that it, "takes a village to raise a child." The Enfield Village School embraces this idea with its every fiber.

We have a much beloved school song, written by a former staff member, that we sing during our monthly All School Celebration. This song honors the practice of building community and connectivity. Its chorus: "Who Cares for You? We do. How much? So much!" The message is clear. We care about you. We want to connect with you, and we want you to connect with us.

It is magical to hear these words echo through the halls of our school.

With a student body of just over 200 students, and a staff of approximately 50 staff persons, everyone knows everyone else, and this is a real point of pride. The students here are not "your kids" or "my kids"; they are "our kids." If you see a child in the halls exhibiting unexpected behavior at the Enfield Village School, you don't walk past them; you take the time to remind them of what is expected, you let them know that you see them, that you care about them, that you know they are capable of more, and that you want to help them live up to these expectations.

There is an indescribable feeling that permeates each and every person that walks through the doors of Enfield Village School: Belonging. Belonging to a community of learners who support one another. Belonging to a staff, many of whom have been at EVS for the majority, or even the entirety, of their career. Belonging to a community of families with multiple generations of EVS "alumni." Parents and guardians who have attended EVS themselves and returned as volunteers in their child's, or even grandchild's, classroom. Parents and guardians whose children have long since graduated from EVS, but who continue to contribute to the school and its growth. These community connections make the fabric of Enfield Village School strong, consistent, dependable and comforting.

Connectivity is our valued practice here. It is a feeling, an action, and is always present at the Enfield Village School.