

**Southwick-Tolland-Granville Regional School District  
Powder Mill School Strategic Plan  
2017-2020**

**Vision (future)**

The Southwick-Tolland-Granville Regional School District (STGRSD) will prepare students to persevere, adapt and thrive in an ever-changing world as both independent thinkers and scholars.

*Preparing students to persevere, adapt and thrive in an ever-changing world*

**Mission (now)**

The Southwick-Tolland-Granville Regional School community fosters a culture where all students learn the skills and dispositions to adapt and thrive in an ever-changing world. The STGRSD community, including students, parents and staff, is compassionate, respectful, and responsible. We act with the highest integrity and take initiative for continuously learning throughout our lives.

**Core Values**

- *Scholarship:* We believe in seeking knowledge for knowledge's sake. We strive to learn new things every day. We reflect on the sources of our academic successes and failures, and persevere when learning becomes difficult.
- *Respect:* We believe in the inherent dignity of all people, celebrate individuality, value diversity and honor ourselves and others through our words and actions.
- *Responsibility:* We take ownership of our behavior and learning, have the courage to think and act independently, demonstrate problem-solving skills, and strive to always be reliable and trustworthy.
- *Integrity:* We demonstrate strong moral character through honesty, fairness, and working diligently to fulfill commitments.
- *Compassion:* We practice empathy for others, develop the capacity to forgive, and promote a peaceful, caring and safe community.

**Theory of Action**

If the administrative team promotes a common vision of high-quality, student-centered instruction and support teachers in implementation of this vision...  
Then teachers will foster meaningful student engagement, depth of knowledge and social emotional growth with a common understanding of best practices...  
So that students will take responsibility for their learning, evaluate progress toward personal goals, and have the intellectual social and emotional skills to be productive members of community.

**Strategic Objectives**

<b>Engaged Learning</b>	<b>Shared Educational Leadership</b>	<b>Assessment as Feedback to Move Towards Mastery</b>	<b>A Guaranteed and Viable Curriculum</b>
With teachers as coaches, all students will have opportunities every day to engage in high-quality, student-centered learning experiences that have a clear purpose, challenge them to interact with the curriculum in a deep and thoughtful manner, and engage them in authentic tasks that require creativity and flexible thinking.	Administrators and teachers share the responsibility for the learning of all students and adults in our district. Through the creation of a shared vision, calibration of understanding, reflection on current practices, and engagement in inquiry-based decision making, we will improve school culture and student achievement.	Teachers will use assessment as a tool to measure students' progress toward mastery of standards, and provide students multiple opportunities to show what they know. Assessment results will inform instructional decisions, and inform students of where they are on the continuum toward mastery.	Teachers will work collaboratively to provide all students the same opportunity to learn a rigorous curriculum built around common standards with differentiated resources and instruction, clear learning expectations for each grade or course, and tangible exemplars of student proficiency for each learning expectation.

**High Impact Initiatives to Support District Strategic Objectives**

<b>Engaged Learning</b>	<b>Shared Educational Leadership</b>	<b>Assessment for Learning and Transfer</b>	<b>A Guaranteed and Viable Curriculum</b>
Articulate and focus on fully engaging students through the use of Depth of Knowledge questions.	Collaborate and calibrate a district vision for effective instruction through administrator learning walks.	Assess grading practices K-12 and align grading to mastery of standards.	Effectively align and implement the district curriculum with the skills and expectations outlined in the Massachusetts Curriculum Frameworks.

<p>Increase awareness and discussion on best practices for student cognitive engagement.</p> <p>Design and implement professional development focused on student-centered instruction, and cognitive engagement.</p>	<p>Develop leadership opportunities for teachers. (team leaders, ILT, etc.)</p> <p>Create a culture of continuous learning where feedback is seen as an opportunity for growth.</p> <p>Create a collaborative culture where peers learn from each other.</p>	<p>Create assessments that reflect mastery and depth of the standards.</p> <p>Provide opportunities to transfer knowledge and skills to authentic tasks.</p> <p>Communicate our expectations for learning outcomes to students, making it clear what they are learning, why they are learning it, and how it connects to what they already know.</p>	<p>Create and implement common formative and summative benchmark assessments in core content areas.</p> <p>Design and implement professional development focused on reaching the rigor of the curriculum frameworks.</p>
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**High Impact Initiatives to Support Site Strategic Objectives**

<b>Engaged Learning</b>	<b>Shared Educational Leadership</b>	<b>Assessment for Learning and Transfer</b>	<b>A Guaranteed and Viable Curriculum</b>
<p>Develop teacher understanding of what cognitive engagement is through readings and discussions.</p> <p>Develop teacher understanding of the four Depth of Knowledge levels through professional development and meetings.</p> <p>Create Depth of Knowledge questions for curriculum units.</p>	<p>Create grade level team leaders to facilitate curriculum work.</p> <p>Collaborate with teachers to create a walkthrough form for administrators to use to provide feedback during ELA instruction.</p> <p>Provide opportunities for teachers to observe their peers, showcase teaching practices, work with coaches, and participate in professional development to support a culture of continuous growth.</p>	<p>Create Curriculum Embedded Performance Assessments for students to demonstrate transfer of knowledge and mastery of the standards.</p> <p>Design learning opportunities that allow students to apply newly learned skills to authentic tasks.</p> <p>Participate in a book study on standards based grading to prepare teachers for the shift from numerical grading to standards based grading.</p> <p>Identify and communicate learning targets for all lessons so students have a clear understanding of what they are learning, why they are learning it, and how it connects to what they already know.</p> <p>Review the newly created standards based report card and elicit feedback.</p>	<p>Create lessons for ELA and Science units during curriculum meeting times, TEAM meetings and collaboration days.</p> <p>Review MCAS math data and develop grade level action plans for growth.</p> <p>Arrange professional development offerings which support the district's work in creating curricular units following the Understanding By Design model.</p>