

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2009-2014





Southwick-Tolland-Granville Regional School District

Background and Process

CHARGE:

The Southwick-Tolland Regional School Committee voted to create a steering committee to develop a five year plan for continuous growth in teaching and learning within the district – gathering input from all stakeholder groups.

Strategic Planning Committee

*Andrew Charko, Asst. Principal, STRHS
Diane Houle, Parent, PTO President, WES
Maryanne Margiotta, Teacher, STRHS
Ronald Peloquin, Principal, PMMS
Debra Patryn, Teacher, WES
*Elizabeth St. Pierre, STRSD School Committee
Dr. John Barry, Superintendent
Dr. George Ladd, Professor Emeritus, Boston College,
Data Analysis and Strategic Planning Project



STRATEGIC PLAN

School Committee approval of
STRSD Strategic Plan: May 26, 2009

Administrative DIP Group

Kimberley Saso, Principal, WES
Jonathan Rodgers, Asst. Principal, WES
Ronald Peloquin, Principal, PMMS
Charles Joyal, Asst. Principal, PMMS
Pamela Hunter, Principal, STRHS
*Andrew Charko, Asst. Principal, STRHS
Noell Somers, Director of Student Services
*Allison LeClair, Curriculum Director
Kathleen Lynch, Administrative Assistant
*Paul Petit, Assistant Superintendent
Dr. John Barry, Superintendent
Ongoing Guidance: Dr. George Ladd



DISTRICT IMPROVEMENT PLAN

Presentation of DIP first draft to the
School Committee: February 2, 2010

**Part of original committee but are no longer employed by the district*



Southwick-Tolland-Granville Regional School District

Greetings

Since 2009, the Southwick-Tolland-Granville Regional School District has had an updated Strategic Plan that was collaboratively developed by a group of teachers, administrators and community members. The Data Analysis and Strategic Planning Project, from the Lynch School of Education at Boston College also consulted on this work. The previous page gives recognition to the process and those who donated their time and efforts.

With a renewed sense of our priorities and values, we wrote an improvement plan for our district, and subsequently, improvement plans for our schools. Our intention was to bring a sense of unity and coordination to our district and school based plans, while we also endorsed individual initiatives and specific school based plans when it was important to do so. Moving forward, we have divided our core values into two primary categories; the first category focuses on students and is concerned with their on-going academic and personal growth. The second category is focused on the efficacy of our school district and concerns other important factors like operating safe, up to date facilities, collaborating and communicating with the community and regional entities, and maintaining a school climate that enhances the educational experience of our students.

This current effort is also intended to simplify the documentation of all the work we do as a school system and to more clearly communicate our priorities for any given year. Moving forward, we will add an appendix section to the plans so that the plan for the current year focuses on contemporaneous issues. It is important that the District and School Improvement Plans be living documents that are useful to our staff, our stakeholders and those who may want to learn more about us. The District Improvement Plan will be assessed annually by the Administrative Team, the Instructional Improvement Committee and the Regional School Committee. We hope you find the plans helpful and informative.

Sincerely,

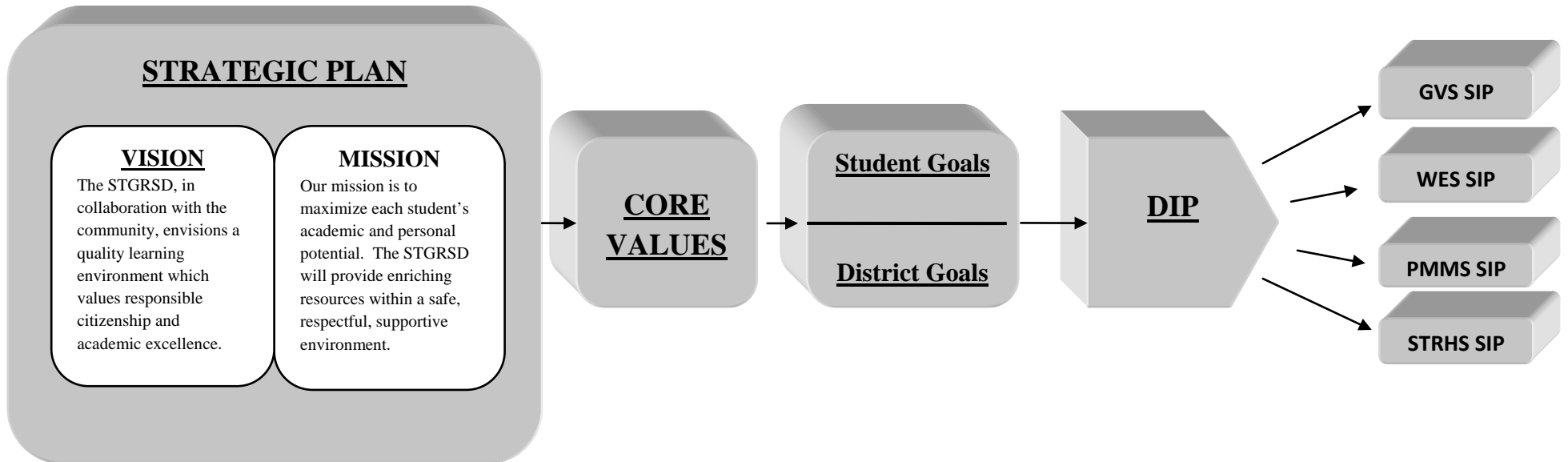
John D. Barry

John D. Barry, Ed.D.
Superintendent of Schools



Southwick-Tolland-Granville Regional School District

Southwick-Tolland-Granville Regional Planning Process



Southwick-Tolland-Granville Regional School District

District Improvement Plan

I. Student Achievement: Through the establishment of high academic standards, all students will be challenged to excel and become confident engaged learners.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION	
I-1. Realize improved academic achievement for all students as measured by formal and informal assessments	Maintain a district database for PPI and SGP measures	All district data will be entered into a centralized data base annually.	Central Office Administration, Building level Administration,	District MCAS/PPI data, Data Warehouse ATI BAS	2010-2014	Data base structure is ongoing, initial data entered, growth model data established <ul style="list-style-type: none"> - DESE Data Warehouse has addressed need for centralized data base - DESE Growth Model Data 	
	Increase academic performance levels for subgroups within student population	Research and add new instructional programs to improve aggregate achievement	All buildings will monitor student performance growth and advise IIC in the annual evaluation of approved programs and/or curricula Tutoring project for g 3-8 implemented in FY'12 Implement foreign language at PMMS FY'13	Central Office Administration, Building level Administration, Tutoring Coordinator	District professional development budget, Instructional Improvement Committee, Supplemental Education Services, Extended day programs, assistive technology, grant funding	Ongoing	Report status of new programs at the appropriate building level. IIC, STRHS Academic Standards Committee and impact on aggregate students Regina: summary of data for project (Maureen)
	Sustain and improve academic and enrichment programs for all students	Prioritize resources for enrichment programs	Central Office Administration, Building level Administration/Staff, Curriculum Coordinators, Department Chairs, (IIC); Instructional specialists; tutoring program	District funding, professional development, DESE Instructional specialists; tutoring prg	Ongoing	Aligned professional development programs for staff, set goal for DESE cohort student growth at or exceeding 40%	

Southwick-Tolland-Granville Regional School District

District Improvement Plan

I. Student Achievement(con't): Through the establishment of high academic standards, all students will be challenged to excel and become confident engaged learners.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
I-2. Implement and maintain best practices in instruction and district level curricula	<p>Implement Educator Evaluation System</p> <p>Continue to provide specialized instructional programs Pre-K- 12 (i.e. Lindamood Bell, Reading Recovery, KEY Program, AP Courses)</p>	<p>Provide professional development that supports new Educator Evaluation System and specialized instruction Pre-AP Curriculum in Math and ELA through RTTT</p>	<p>Central Office Administration, Building level Administration/Staff, IIC, Director of Instruction and Grants, Faculty</p>	<p>District funding, professional development, annual DESE Achievement/Growth reports, district student assessment results RTTT Grant Funds</p>	<p>2010-2013 Currently an ongoing focus for the district and will continue to be for the duration of this District Improvement Plan</p> <p>Fall implementation</p>	<p>Schedules of professional development offerings DESE Achievement/Growth Reports/Assessment Results Progress with data driven instruction Pre&Post ATI Assessments used at each grade level to help monitor progress towards meeting the standards</p>
I-3. Develop Common Core Curriculum Framework alignment	<p>To be in compliance with state and federal regulations</p> <p>Preparing students for new PARCC assessment (new testing system)</p>	<p>District-wide working groups in ELA and Math</p> <p>Develop a process for using this information with staff to adjust instruction</p>	<p>Central Office Administration, Building level Administration, Instructional Improvement Committee, Department Head, Coordinators, Faculty</p>	<p>Grant Funding RTTT and Title IIA</p>	<p>2011-2013</p>	<p>Report on extent of alignment of Common Core Curriculum Framework in ELA and Math</p>

Southwick-Tolland-Granville Regional School District

District Improvement Plan

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DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
I-3. (con't)	Develop and standardize final examinations at the middle school and high school	Institute final exams/align to state frameworks/district curriculum.	Building level Administration, IIC, Department Chairpersons, middle school and high school faculty Instructional specialists	DESE State Frameworks, district funding, district curriculum documents The new Curriculum Framework Grant funding, professional development, LPVEC, District curriculum documents	2011-2014	Adopted final examination documents in all content areas 50% completion rate Common Assessments at STRHS – draw from bank of questions based on skill WES implemented new RC – feedback status Survey and update to SC about implementation

Southwick-Tolland-Granville Regional School District

District Improvement Plan

II. Personal Growth: Our schools will promote the academic, emotional, social, and physical growth of students while encouraging responsible citizenship.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
II-1. Maintain, sustain and monitor transition programs between buildings (Kindergarten, Grades 4-5, Grades 8-9) SPED Transition Mtgs between 4-5 and 8-9	To make sure transitioning opportunities for children moving from one building/program to another so as to include Granville Village School is organized	Examples of these opportunities will be: Kindergarten visiting day; pre-school playground social; step-up day; Gr. 4-5 Orientation; Gr. 8-9 Orientation Policy Amendments	Principals, Assistant Principals, Director of Special Education, Superintendent, Faculty	Interschool common meeting time for planning activities; Orientation opportunities (e.g. from Granville to STRHS); Ambassador Program (e.g. 4 th to 5 th ; 8 th to 9 th) Freshman Academy – HS Completed 1 st yr of implementation to be continued	Ongoing	Evaluate the number of opportunities available Survey of students and parents
II-2. Continue to enhance student recognition programs and monitor their effectiveness	To support recognition programs to enhance social and academic growth and increase, as appropriate.	These programs will include yearly recognition of attendance; displays of student artwork at the Central Office; award assemblies Million Word Reader Recognition MCAS/Achievement Recognition @WES and HS appreciation Breakfast awards(PMMS) Write awards (WES) NHS Summer Reading John Adams Scholarship	Principals, Assistant Principals, Faculty	N/A	Ongoing	Review record of recognition programs at each level

Southwick-Tolland-Granville Regional School District

District Improvement Plan

II. Personal Growth (con't): Our schools will promote the academic, emotional, social, and physical growth of students while encouraging responsible citizenship.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
II-3. Continue to promote wellness programs for students	Sustain and monitor character education programs across the district	Cafeteria menu choices; dental/health screenings; nutrition education Cafeteria implemented new nutrition standards	Selected administrators, faculty and staff; Health Advisory Committee, Food Service Director	Nursing support and time for staff collaboration; Attendance on the Health Advisory Committee; Kitchen and Health collaboration opportunities	2010-2012	Monitor school health data collection; Health Survey in Grades 6-10; BMI data
	Compliance with nutritional standards Compliance with new emergency procedures	Implement civility themes; Second Step Classes (K-8 th); counseling support; Student participation in community charity activities HS Advisory Development of district MERP Plan	All staff	Guidance staff to meeting collaboratively between buildings to correlate services;	2010-2013	Review collected student data for participation and student community work Monitor discipline data ? David's Data Completion of MERP
II-4. To ensure that there are multiple opportunities for students to explore curricular and extra-curricular interests	To increase the development of a well-rounded student body.	Maintain opportunities for students to participate in athletic, performing arts, cultural and academic activities. Opportunities for participation in moral/character/cognitive development activities	Principals, Assistant Principals, Faculty and staff	Continue to make buildings available to the community for common recreational use; available grant and district funds	2010-2014	Review level of student participation on co-curricular programs Comparison data with other districts?

Southwick-Tolland-Granville Regional School District

District Improvement Plan

III. Collaboration and Partnership: It is vital that families, schools, and community work together to actively promote quality education.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
III-1 Work to integrate both the Town of Granville and Granville Village School into the Regional School District.	Create a partnership with the three towns in the Regional School District	Utilize the Community Innovation Grant to study finances, curriculum and policy Hire a new principal for the Village School Implement revisions with district labeling, and operations Include GVS staff in regional programs	Consultants, administration	District Budget Innovation Grant	Complete integration may take up to five years (standardization of curriculum), but in each year, there should be significant progress toward integration	Community, staff and School Committee input, improved bus service
III-2 Communicate effectively with stakeholders about what is happening in our schools.	Complete implementation of Edline Increase available information on the district's website	Post timely, specific and appropriate details on important school matters Website revision	Administration, Secretarial Staff, Technology Staff ↓	District Funding ↓	Ongoing, 2012-2013 Ongoing, 2010-2013	Report on implementation of Edline End of year report from Technology Dept.

Southwick-Tolland-Granville Regional School District

District Improvement Plan

III. Collaboration and Partnership: It is vital that families, schools, and community work together to actively promote quality education.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
III-2 (Con't)	Increase the presence of teacher web pages on the district's website	<p>Train teachers in creating and maintaining individual web pages Edline ConnectED</p> <p>Provide training for teachers on Edline implementation</p>	Faculty	<p>Professional development</p> <p style="text-align: center;">↓</p> <p>Staff meetings, collaboration days, district funded PD</p>		<p>Monitor teacher participation, Post-evaluative comments from professional development</p> <p>Meeting minutes and faculty meeting agendas</p>
III-3. Continue to create mutually beneficial educational opportunities in collaboration with outside agencies	Collaborate with various outside community partners in an effort to strengthen overall district educational program Sustain district participation in Career Tech	<p>Maintain and expand relationships with organizations via participation, newsletters, meetings, conference calls, research</p> <p>Regularly scheduled Admin Meetings (LPVEC)</p> <p>Scholarship Foundations</p> <p>Fund raising for charitable agencies</p>	Administration, faculty, community partners BEA LPVEC Westfield State CES Tutorial Program Student Teacher Program	Grants, community and outside agencies, district funding, transportation	Ongoing, 2010-2013	Maintain and increase contacts with outside agencies, report the status of community relationships, dialogue between the district and collaborative agencies LPVEC Budget Process

Southwick-Tolland-Granville Regional School District

District Improvement Plan

IV. School Climate: Our schools will provide a safe environment fostering a culture of civility, creativity, and respect for diversity.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
IV-1. Sustain and monitor our emergency preparedness plan	Continue yearly updates and revisions to building SERT (School Emergency Response Team) manuals	All buildings in the district will meet within the first 30 days to finalize changes.	Central Office Admin. , Southwick Fire and Police, Building Adm. Crisis Teams	SERT Manuals Crisis Plans	Ongoing	Documents are completed, changes made and distributed to all necessary staff.
	Conduct yearly safety drills with the student body	Minimally practicing all codes at least once per year with fire drills minimum required.	Building Adm., Crisis Team members, Faculty and Staff, Students, Fire Department	Radios Flip charts	Ongoing	Documentation, safety drills report on file in the buildings, fire chief feedback
	Continue to provide Physical Restraint training to staff	Train a core cadre of staff in physical restraint	Physical Restraint Trainers	District budget Physical Restraint school district policy State DESE physical restraint standards	Ongoing	Physical Restraint reporting forms
	Provide Post Traumatic Stress Management (PTSM) ongoing review and training to counselors and key identified staff	Prepare guidance for PTSM in all buildings. Ongoing PTSM training scheduled for March 2012	Guidance Counselors, Building Adm., Dir. Of Curriculum	PTSM Materials	Ongoing	De-brief analysis following crisis
	Participate in community tabletop exercise (LEPC)	Collaborate with community resources Weather service LPVEC Implement nurse leader stipend position	Superintendent, Transportation Director, Business Manager Administration	SERT Manuals MEMA (MA Emergency Management Assoc.)	Bi-annually	Discussion/Critique of proper procedures

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DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
IV-2. Continue to reach out to students and parents regarding safety-related issues	Provide district programs for students and parents	Annual bullying training Connect ED	Administration and staff	District funds Grant funds	Ongoing	Parent Satisfaction Surveys, Student participation
IV-3. Support district programs in the district that promote the social and emotional well-being of all students and staff	Discipline education, enforcement and counseling	Consistent and prompt staff intervention	↓		Ongoing	Quantifiable decrease in discipline each year when measured against previous year's discipline data. Analyze by cohort grp over 3-4 yr period; based on end of year data Report discipline each year – analysis of data during summer
		Responsive Classroom – WES			Ongoing	
		Continue to emphasize problem solving strategies as identified in state health frameworks.			2012-2013	
		Re-visit the District Wellness Policy			Ongoing	
Maintain our consistent approach to discipline across the buildings		Student Handbook, Teacher Handbook	Ongoing	Biennial safety survey for students		
		Student Handbook, Teacher Handbook	Yearly			

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DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
IV-3 (con't)		Possibly do survey of needs of student population Classroom management trainings Concerns with students presenting with mental health issues	Consultants Adjustment Counselors			MassTells Survey
IV-4. District staff will set a positive example relative to a welcoming and supportive environment	Continue to promote expectations through modeling for our students such as appropriate dress and respectful interactions.	New Teachers will participate in an induction program and will be mentored for the first year in their buildings.	All Staff	Mentor Handbooks, District Grant Funds	Beginning of each school year and ongoing	Teacher satisfaction survey, mentoring surveys, EPIMS report, bi-monthly labor relations meetings
		Building admin. will review goals during first faculty meeting of year.	Building Admin.	Teacher Handbook	Yearly	
	Continue to support and promote Recognition Programs.	Grinspoon, Teacher Appreciation Day, Teacher of the Month, Staff Gatherings	Central Office Admin Building Adm. Grinspoon Foundation	Funding from district budget	Ongoing throughout year	Anecdotal feedback from staff

Discuss dress code over summer (staff and students)

Southwick-Tolland-Granville Regional School District

District Improvement Plan

V. Resources & Facilities: All students will be provided with quality facilities, materials, and instruction in order to promote excellence in education.

DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
V-1. Manage and facilitate the MSBA repair/renovation/addition project at Woodland, Powder Mill and the High School	Identify and develop a school building design and schematic drawings Completion of design review and construction document review Completion of bid process Completion of project financing	Solicit and implement input from all shareholders of the School Facility Project Regular working meetings and design team	School Committee, School Building Committee, MSBA, Boards of Selectmen, Finance Committees, School Administration, Parent Associations, Supportive Grassroots Organizations Admin Staff, design team	Open Public Meetings, Presentations and School & Municipal Functions, Media (Newspaper, TV, Internet), School District Website, School District Connect Ed, School District Signs, Presentations at Municipal Support Groups (i.e. Rotary, Lions Club, Church Functions, etc.), MSBA, OPM, Architects, Financial Analysts Architectural Designers, Financial Analysts, Federal & State Legislators, STRSD Grant Writer Project budget	2011-2013	Voters of Southwick and/or Tolland are informed through community outreach efforts Disseminate Master Plan information to School Committee Bid results

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District Improvement Plan

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DISTRICT GOAL	OBJECTIVE	STRATEGIES	PARTICIPANTS	RESOURCES	TIMELINE/STATUS	EVALUATION
V-2. Develop a three-year plan for our district that includes instructional materials, technology, professional development to continue to address student achievement	Identify, prioritize and secure appropriate funding for the replacement of educational equipment, technology, and textbooks	Improve and maintain the current, annual Capital Improvement Plan process	Administrators, Staff	IIC, Professional Development, Tech Committee	2012-2014	Annual inventory to analyze whether replacement rates are appropriate for equipment in use
	Insure that funding and materials purchased are consistent with the education industry standards	Research information to support comparative/ quality data for per pupil educational spending and proven value of all materials purchased	Teachers & Department Heads, Principals, Assistant Principals, Superintendent, Assistant Superintendent, School Committee	MA DESE, MA Dept. of Revenue, U.S. Dept. of Education, M.A.S.S., MASBO, Professional or Academic Trades & Research Data	2011-2014	Comparison with annual per pupil expenditures
V-3. Ensure that our district recruits, supports and sustains a highly qualified teaching and support staff	Require that all staff members hold proper, current certification/licensure and credentials for all positions	Advertise/recruit certified/licensed people for all teaching and support positions (Mandate that applications only be received through School Spring) Mentor/Induction program	Teachers, Support Staff, School Administrators,	Local Colleges, Media (newspapers, internet, MA DESE website, etc.) School Spring	Ongoing	Highly Qualified status on MA DESE reports (i.e. EPIMS, MCAS, etc.)
	Provide current, appropriate staff development opportunities	Provide training in "best practices" in line with current MA frameworks	Administration, Program Managers	Train staff and utilize outside consultants to provide professional development; district funds	Ongoing	Professional Day agendas

Southwick-Tolland-Granville Regional School District
District Improvement Plan

APPENDIX A
ACCOMPLISHMENTS

I. Student Achievement

- I-1 Tutoring project for grades 3-8 implemented in FY'12
- I-1 Implemented foreign language at PMMS for FY'13

II. Personal Growth

- II-1 Policy Amendments
- II-3 Cafeteria implemented new nutrition standards

III. Collaboration and Partnership

- III-1 Website revised
- III-2 Tutorial Program

IV. School Climate

- IV-1 Post traumatic stress management for counselors
- IV-3 Clearly defined rules in each school handbook around social and emotional issues

V. Resources and Facilities

- V-1 Developed a school building design and schematic drawings
- V-3 Appointed technology director