

**Southwick-Tolland-Granville Regional School District
Strategic Plan
2020-2023**

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

Engaged Learning	Shared Educational Leadership	Instructional Technology	A Guaranteed and Viable Curriculum
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.	Over the next four years, the District will move to a 1:1 student to device in grades 3-12 to be more in line with 21 st Century learning which includes skills such as collaborating, communicating, informational literacy, critical thinking, media literacy and self- directed learning.	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			
Engaged Learning	Shared Educational Leadership	Instructional Technology	A Guaranteed and Viable Curriculum
<p>Articulate and focus on fully engaging students through the use of technology, Universal Design for Learning (UDL) and continued focus on Depth of Knowledge questions.</p> <p>Instructional Coaches to provide job-embedded professional development to teachers on incorporating best practices for student cognitive engagement in unit and lesson plans.</p> <p>Design and implement professional development focused on UDL K-12, math content and pedagogy K-8, instructional technology K-12, and trauma informed schools K-12 with an emphasis on how each of these are to be implemented in a remote or hybrid model of instruction.</p>	<p>The Collaborate and calibrate a district vision for effective instruction through administrator learning walks and PLCs.</p> <p>Continue to develop leadership opportunities for teachers.</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>Gradual implementation of 1:1 students to devices in grades 3-12, beginning in SY19-20 with grades 7 and 8.</p> <p>Rapid implementation of our 1:1 initiative due to the COVID-19 pandemic. All grades 3-12 will be 1:1 by January 2021.</p> <p>Instructional Technology Coach to provide job-embedded professional development to teachers and administrators on the use of Microsoft Office 365 and best practices in use of technology for teaching and learning.</p> <p>Using the TRUST model, educate students on personal and social responsibility when using technology.</p>	<p>With the support of the instructional coaches, teachers will continue to develop and refine district curriculum aligned to the skills and expectations outlined in the Massachusetts Curriculum Frameworks.</p> <p>Create and implement common formative and summative benchmark assessments that reflect mastery and depth of standards in the core content areas.</p> <p>Provide early intervention services in grades K-2 for students performing below grade level in reading and math.</p> <p>Develop a schedule that provides for maximum in-person learning for grades K-4 and vulnerable students.</p> <p>Build mathematics content capacity of teachers in grades K-8.</p> <p>Develop best practices in mathematics instruction according to shift in the Massachusetts curriculum frameworks.</p> <p>Begin our slow roll-out of our new reading program in grades K-6.</p> <p>Have both math and reading benchmark data in grades K-12 to ensure growth and provide data of instructional learning gaps that need to be addressed due to the COVID-19 outbreak.</p>
High Impact Initiatives to Support Site Strategic Objectives			
Engaged Learning	Shared Educational Leadership	Instructional Technology	A Guaranteed and Viable Curriculum