

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

Powder Mill School Site Plan

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>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>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
<p>Connect all lessons to state standards through learning targets so students know what they are learning, why, and can self evaluate.</p> <p>Develop teacher understanding of Universal Design for Learning (UDL) the 4 DOK levels during curriculum time with instructional coaches focusing on using questions to deepen student understanding, with an emphasis on how to implement accommodations in a remote learning environment.</p> <p>Ensure cognitive engagement is occurring in all curriculum areas through monitoring use of the workshop model, with an emphasis on utilizing strategies that conform with social distancing guidelines or can be implemented remotely.</p> <p>Developing staff/student and student/student relationships in the socially distant and remote classroom and in a vertical system to support engagement and Tier 1 Trauma work.</p>	<p>Develop leadership opportunities for teachers including ILT, Trauma Taskforce, School Council, SAT, and TRT.</p> <p>Use the Tru math rubric to observe classrooms. Discuss trends and implications with teachers.</p> <p>Utilize grade level team leaders and parent volunteers to develop a shared vision for school improvement and to guide their team in implementation. new protocols for all systems impacted by DESE and CDC guidelines</p> <p>Use teacher input to develop topics for coaching cycles and PLCs, and focus areas for Learning Labs facilitate teacher led mini PD opportunities on Wednesday half days.</p>	<p>Increase use of Microsoft 365 by going paperless.</p> <p>At faculty meetings and team meetings have District Technology Instructional coach provide PD on the use of Microsoft Office 365 and best practices in use of technology for teaching and learning.</p> <p>Provide increased access to COWS for Grades 5 & 6 so teachers can integrate them into instruction.</p> <p>Continue to educate students on personal and social responsibility when using technology through the DLCS class, and large small group presentations and by setting remote classroom expectations that emphasize responsible technology use.</p> <p>Integrate use of Microsoft 365 tools into every content area</p>	<p>Building based ILT will examine data to determine curriculum strengths and weaknesses then refine as necessary.</p> <p>Implement common math assessments for each unit of study. On going coaching on how to use the BAS assessment and running records to inform instruction.</p> <p>Continue to build math content capacity for teachers and best practices in math instruction.</p> <p>Pilot iReady as a formative assessment for grades 5 and 6 in order Use math and reading benchmark data to provide learner driven, evidenced informed instruction that will address learning gaps that are a result of the COVID-19 outbreak</p> <p>Learn and implement best practices in remote and socially distant instruction for all content areas.</p> <p>Develop a schedule that provides for maximum in person learning for third grade, fourth grade and vulnerable learners.</p> <p>Develop protocols to move learners between models based on individual, classroom, grade level, and school wide needs.</p> <p>Support use of the new reading program with an emphasis on digital content.</p>