

Southwick-Tolland-Granville Regional School District

Strategic Plan

2021-2024

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

- *Compassion:* We practice empathy for others, develop the capacity to forgive, and promote a peaceful, caring and safe community.
- *Integrity:* We demonstrate strong moral character through honesty, fairness, and working diligently to fulfill commitments.
- *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.
- *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.

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

Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning
As a student's sense of belonging is critical to academic success, the District will foster a sense of belonging and partnership among students, staff and families where all members of the school community feel socially connected, supported, and respected.	Teachers will work collaboratively to provide all students the 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.	The District will continue to use technology in the classroom setting to build upon skills developed due to the COVID-19 pandemic such as collaborating, communicating, informational literacy, critical thinking, media literacy, online etiquette, and self- directed learning.	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.

High Impact Initiatives to Support District Strategic Objectives			
Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning
<p>Work with the Department of Elementary and Secondary Education to set a vision and create an action plan which includes concrete actionable steps that address students' sense of belonging.</p> <p>Update policies, with the support of MASC, based on Education Reform Law of 1993. The District will use an equity lens when updating its policies.</p> <p>Begin work with the ADL to support the District in its implementation of the action plan.</p>	<p>Administer common formative and summative benchmark assessments that reflect mastery and depth of standards in the core content areas following the timelines in the district assessment calendar.</p> <p>Using district approved screeners (literacy, social emotional, math, behavior, etc.) and benchmark assessments, provide tiered instruction for all students using the entrance and/or exit criteria outlined in the MTSS frameworks for literacy, math, and social emotional and behavioral health.</p> <p>Support the shift to a literacy model that focuses on both high-quality instructional materials and the science of reading, which emphasizes phonics in the early grades and comprehension through the development of background knowledge and vocabulary in upper grades with additional support of the SIPPS reading intervention program.</p> <p>Pilot phenomenon-based story line science curriculum in grades 6-8.</p> <p>Begin the evaluation and selection process for a core 7-12 English Language Arts curriculum.</p>	<p>Using the TRUST model, educate students on personal and social responsibility when using technology.</p> <p>Provide students with opportunities to participate in online assessments to give teachers ready access to performance data in time to inform and scaffold instruction as needed (accelerated learning).</p> <p>Provide ongoing professional development on the use of data derived from online assessments to inform and enhance instruction.</p> <p>Acclimate the new Technology Director to our District in order to create a robust vision for instructional technology.</p>	<p>Articulate and focus on fully engaging students through the use of social emotional supports and culturally responsive practice with a continued focus on Universal Design for Learning (UDL), cognitively guided math instruction, and phenomenon-based science instruction.</p> <p>Instructional Coaches to provide job-embedded professional learning to teachers on incorporating best practices for student cognitive engagement in implementing high-quality instructional materials and supporting teachers with planning for accelerated learning.</p> <p>Instructional coaches will support teachers as we focus on educational equity where all students will receive consistent access to grade level work with targeted scaffolds to make it accessible.</p> <p>Design and implement professional development focused on literacy content and pedagogy K-12, phenomenon-based science K-12, trauma informed schools K-12, and content specific instruction 7-12.</p>

Woodland's High Impact Initiatives to Support Site Strategic Objectives			
Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning
<p>Communicate with families on the first and third week of each month.</p> <p>Teachers communicate content area unit topics with families</p> <p>Administer a student survey to first and second grade students to gauge students' sense of belonging at school</p> <p>Continue to monitor attendance and plan/provide families with early outreach and tiered support</p> <p>Deliver focused SEL lessons, picture book readings, and other opportunities to celebrate individuality, community, inclusion and belonging</p>	<p>Administer Illustrative Math and Into Reading unit assessments</p> <p>Administer the DIBELS and i-Ready benchmark assessments.</p> <p>Provide tiered instruction for all students during scheduled WIN blocks</p> <p>Continue to implement the Into Reading curriculum with an emphasis on phonics and phonological awareness</p> <p>Continue to fine-tune whole group/small group plans at each grade level based upon continued professional learning and feedback from Hill for Literacy and the ELA coach</p> <p>Continue to implement the Illustrative Math curriculum which aligns to the district shift towards problem- based learning</p>	<p>Administer beginning, middle and end of year assessments in reading and math</p> <p>Students will utilize curricular programs to enhance learning both at school and home</p> <p>Utilize PLC meeting time and data meetings with Hill to support teachers in analyzing data</p> <p>Using unit assessment data, progress monitoring and daily observations, teachers will assign lessons to support students' developing skills</p>	<p>Utilize weekly PLC meeting time for ongoing collaboration in the areas of program implementation, instructional routines and meeting student needs.</p> <p>Utilize PLC meeting time to support teachers in analyzing data to plan just-in-time scaffolds to provide equitable access to grade level content</p> <p>Conduct coaching cycles of observation and feedback to strengthen instructional practices</p> <p>Consult with Alex Hirshberg from Hirshberg Behavioral Health Services to continue Woodland's work on tiered social/emotional supports and processes of CST/SAT meetings</p>