

**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

- *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

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>Administer a student and family experience survey to gauge students' and families' feelings of belonging.</p> <p>Work with Collaborative for Educational Services to conduct community listening sessions that will provide an opportunity to acknowledge and navigate differences through respectful and open communication.</p> <p>Monthly sessions with Collaborative for Educational Services to set goals and develop a long-range plan based on stakeholder feedback and input.</p>	<p>Implement 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 exit criteria outlined in the district 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.</p>	<p>Instructional Technology Coach to continue job-embedded professional learning with teachers and administrators to enhance 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>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>Articulate and focus on fully engaging students through the use technology, and culturally responsive practice with a 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 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-6, instructional technology K-12, and trauma informed schools K-12.</p> <p>Audit materials for culturally responsive practice and identify a high leverage area of growth within the domain of culturally responsive instruction to focus on this year.</p>
Southwick Regional School High Impact Initiatives to Support Site Strategic Objectives			
Diversity Equity Inclusion and Belonging	Guaranteed and Viable Curriculum	Instructional Technology	Engaged Learning

Southwick Regional School High Impact Initiatives to Support Site Strategic Objectives

<p>Culturally responsive pedagogy and practice.</p> <ul style="list-style-type: none"> ADL Training Resonance Training Culturally responsive teaching School-wide book read <p>Connections Program</p> <ul style="list-style-type: none"> Peer education and support <p>Safe Schools learning modules for restorative justice</p> <p>Social/Emotional learning integrated lesson planning</p> <ul style="list-style-type: none"> 1 to 1 student conferences Tiered intervention programming Tier II skills groups 	<p>Universal Design for Learning</p> <ul style="list-style-type: none"> Ongoing workshops with a focus on integrated lesson planning <p>Benchmark Assessments</p> <ul style="list-style-type: none"> i-Ready World Language Proficiency Assessment <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> Intervention meetings Student Assistance Teams Expanded Tier II SEL & Academic Intervention <p>Professional Learning Communities</p> <ul style="list-style-type: none"> Job embedded professional learning Coaching and consultation Seaside Consultants-MTSS Hirschberg Behavioral Health Services –Trauma Informed Practices Just in Time Teaching Professional learning Integrated lesson planning Job embedded coaching support 	<p>Job embedded coaching through PLCs</p> <p>School- wide use of Teams</p> <p>Zoom meetings and conferencing</p> <p>Data collection and tracking</p> <p>Development of Maker Space and Green room in the Media Center</p>	<p>Universally Designed integrated lesson planning</p> <ul style="list-style-type: none"> Social/Emotional learning Just in Time Teaching Culturally Responsive Practices Technology integration <p>Job embedded coaching through weekly PLC's</p>
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