Southwick-Tolland-Granville Regional School District
Strategic Plan ~ 2023-2027

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.

Compassion	Integrity	Respect	Responsibility
We practice empathy for others, develop the capacity to forgive, and promote a peaceful, caring and safe community.	We demonstrate strong moral character through honesty, fairness, and working diligently to fulfill commitments.	We believe in the inherent dignity of all people, celebrate individuality, value diversity and honor ourselves and others through our words and actions.	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.

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.	By embracing educational technology district-wide, the district will aim to meet diverse learners' current and future needs by growing their capacity to innovatively demonstrate their understanding and fostering collaboration, critical thinking in the learning process.	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**
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. Expand work with the Anti-Defamation League (ADL) to promote pro-inclusion practices in grades K-6. Continue ADL's pro-inclusion efforts in grades 7-12 through their work with the Connections peer leader group. Develop specialized programs as part of the continuum of special education services for students with an Individual Education Program. Maximize 7-12 scheduling to ensure all learners have equitable access to meaningful and rigorous learning opportunities. Increase 7-12 students' ability to succeed in college and career by participating in coursework and programs aligned to student directed post-graduation goals. Increase opportunities for family and community engagement with the schools and the district.	Develop a process for analysis of data generated by formative and summative benchmark assessments to monitor progress and inform curriculum and instructional decisions. Continue to support the development of MTSS frameworks for English language development, literacy, math, and social emotional and behavioral health. Continue to support the shift to a literacy model that focuses on both high-quality instructional materials and the science of reading, which emphasizes foundational skills instruction 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 and other evidence-based programs to close lingering skills gaps. Design specialized programs for students with special needs who need unique instructional strategies to access the curriculum. Implement phenomenon-based story line science curriculum in grades 5-8. Complete the evaluation and selection process for a core 7-12 English Language Arts and English as a Second Language curriculum; Begin the evaluation and selection process for a core K-12 Health/PE curriculum.	To ensure the effective integration of educational technology district-wide and meet the diverse needs of learners, the district will employ the TRUST model. The district will strategically transform and enhance the technology department, with an emphasis on network stability and facilitating the safe and meaningful implementation of AI. Explore possible uses for an open-source learning management system. Development of a district-wide rich-media presence, combined with the integration of library and media functions (LibTech), to serve as a positive support for high-impact learning that supports the district.	Continue to support teachers in the effective implementation of high-quality instructional materials for cognitively guided problem-based math instruction K-12. Provide job-embedded support to teachers to deliver grade-level instruction and assignments with targeted scaffolds to ensure universal access (DCAP). Expand the pilot of literacy gmification at the middle grades.