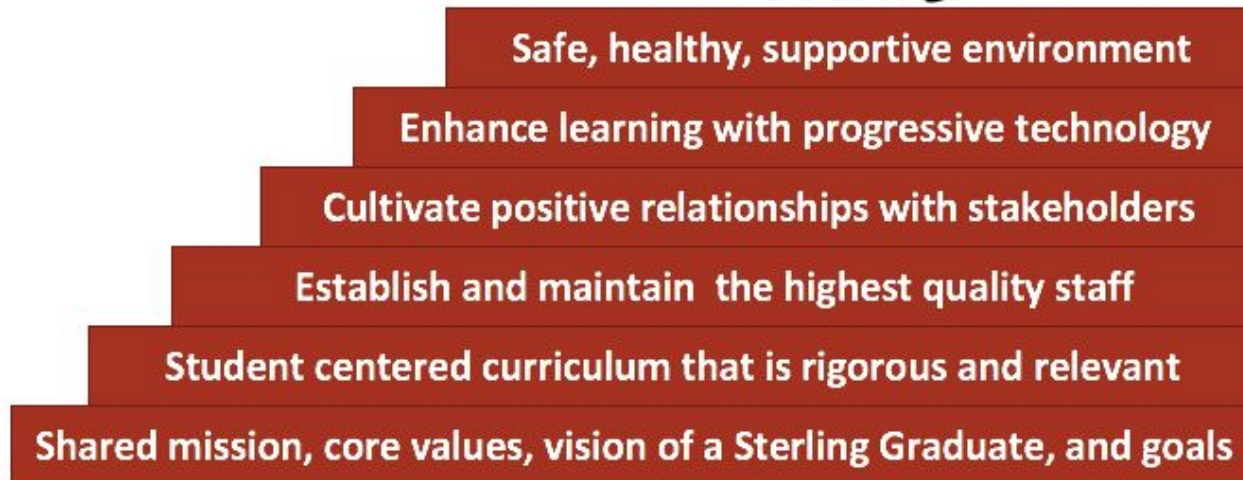




# Sterling Community School



*Fostering a safe and engaging learning community*



## **Mission of Sterling Community School**

To foster a safe and engaging learning community of critical thinkers, effective communicators and collaborators, creative problem solvers and imaginative innovators that will persevere to become self-motivated learners who are responsible, compassionate, contributing citizens in our ever-changing society.

## Core Values of Sterling Community School

In order to achieve our mission, Sterling Community School holds its core values and beliefs that the following knowledge, skills, habits of mind, partnerships, and opportunities are foundational blocks for a Sterling Graduate:

<p style="text-align: center;"><b>Hands on Learning</b></p> 	<p style="text-align: center;"><b>Growth Mindset</b></p> 	<p style="text-align: center;"><b>Engage the Desire to Learn by Personalization and Choice</b></p> 	<p style="text-align: center;"><b>Learning is Celebrated</b></p> 
<p style="text-align: center;"><b>Research</b></p> 	<p style="text-align: center;"><b>Practice</b> PRACTICE makes PROGRESS <b>NOT</b> PERFECT.</p>	<p style="text-align: center;"><b>Positive Relationships and Strong Interpersonal Skills</b></p> 	<p style="text-align: center;"><b>Family Involvement in Learning</b></p> 
<p style="text-align: center;"><b>Authentic/Real World Experiences</b></p> 	<p style="text-align: center;"><b>Perseverance</b></p> 	<p style="text-align: center;"><b>Safe, Secure, Respectful, Environment Where Empathy and Compassion are Fostered</b></p> 	<p style="text-align: center;"><b>Students are Goal Driven and Possess the Skills to Self-Direct/Self-Advocate</b></p> 

## Vision of a Sterling Graduate

- 1) Engages in **critical thinking**: analysis, evaluation, reasoning and reflection to build understanding, solve problems, and identify alternative solutions.



- 2) Engages in **collaborative** work with others to set and achieve common goals.



- 3) Articulates clear thoughts and ideas effectively using oral, written and nonverbal **communication**



- 4) Transfers **problem solving** from familiar to unfamiliar situations



- 5) Uses their **imagination** to think creatively and engage in productive struggle to persevere towards an intended goal



- 6) Uses **technology** to advance learning



- 7) Reflects on their own learning understanding learning is a life-long process that requires a **growth mindset**



- 8) Is a **caring, compassionate contributor** to their school, community and world



# Sterling Community School Strategic Advancement Plan 2018-2023

## 1. Embrace and bring to life a shared mission, core values, goals & vision of a Sterling Graduate

- a. **Create and execute a communication plan to share the newly created vision, mission and core values** *Communicate in handbooks, incorporate in newsletters, BOE meetings, and PD & Committee meetings*
- b. **Establish a way to highlight a core value per month to provide exposure, modeling, and recognition of the characteristic** *Community, BOE and committee meetings, use PBIS framework*
- c. Establish a contest for students/families to create a school logo of the vision *Plan and collaborate with stakeholders; put on all communications*
- d. Utilize the vision, mission and core values as a part of all communications *Incorporate into PD, communications, reports and updates*
- e. Create a visual representation of the vision, mission, and core values in action and identifying where and how to display *Plan and collaborate with stakeholders*
- f. Research website displays and revise website to incorporate the vision, mission, and core values *Technology Committee*
- g. Create a visual of the vision and mission at the entrance of the school *Banner at the school entrance*
- h. Create a brochure of the Sterling Community School serving as a tool for marketing “who we are” and communication representing the vision, mission, and core values *Work with PDEC, SGC, and PTO*
- i. Research and explore how other districts use the vision, mission, and core values to identify additional strategies, share, and potentially implement *PDEC, SGC, PTO*

## 2. Sterling students will be engaged and challenged to achieve by actively participating in curriculum, instruction and assessment that is personally relevant and challenging, and embeds critical thinking, communication, collaboration, and problem solving through a student centered focus.

- a. Establish common teacher collaboration time for common planning of curriculum, instruction and assessment *Provided daily*
- b. **Engage educators in common book study** *PDEC, teachers, and administration (Learning That Lasts)*
- c. **Explore and identify effective engagement strategies that address critical thinking, communication, collaboration, and problem solving** *PDEC, teachers, and administration*
- d. Pilot strategies across grade levels *Teachers*
- e. Identify and come to consensus on school-wide engagement strategies to be implemented K-8 *PDEC, teachers, and administration*
- f. Unpack and prioritize Common Core State Standards in ELA/Math/Science/Social Studies by grade *Teachers, administration, and Support Specialists*
- g. Research and identify best practices in ELA across the grades *Teachers, administration, and Support Specialists*
- h. Identify and map out curriculum units of study for ELA/Math/Science/Social Studies by grade, connecting standards to units *Teachers, administration, and Support Specialists*
- i. Create one integrated hands-on relevant/authentic/project based unit per year with learning targets, rubrics for self-assessment and feedback *Teachers, administration, and Support Specialists*
- j. Identify Learning Targets from standards for daily instruction *Teachers, administration, and Support Specialists*
- k. Engage teachers in professional learning to know how to effectively use learning targets to guide instruction and goal set with students *PDEC*

- l. Establish a process for student self-reflection and goal setting of learning targets for assessment *Teachers, administration and Support Specialists*
- m. Research, establish, and implement a phase-in for student-led conferences K-8 where students provide master of outcomes *SBAC formative assessments; SRBI plans  
Book study: Ron Berger Learning That Lasts; Ron Berger PD at EASTCONN*
- n. Create a report card committee to research, review, and revise report cards *Research through newly acquired Power School*

**3. Sterling Community School will build the capacity and maintain a highly effective, well trained staff of lead learners, who think critically, collaborate, and problem solve as demonstrated by their creation of a dynamic, collaborative, respectful, professional learning environment.**

- a. Maintain an active PDEC Committee
- b. **Evaluate and analyze staff learning needs in relation to strategic plan goals through surveys and professional learning feedback** *PDEC; analysis of teacher feedback and gap analysis*
- c. **Use data to identify, plan, and provide support for differentiated needs for addressing educators at the varying stages of the change process** *PDEC;*
- d. Identify and make public in house experts related to the strategic plan goals to facilitate collegial learning
- e. Establish a process for educators to lead learning *TEAM mentors*
- f. Research and apply adult learning designs in opportunities to meet varying learner needs *Jigsaw Adult Learning Designs book  
Establish "critical friends" groups*
- g. Research and support establishment of collaborative Professional Learning Communities (PLC's) with protocols for group efficiency
- h. Create a structure for professional learning environment through mapping and implementation of PL *Adult Learning Designs; staff reflection and feedback*
- i. Research, create and implement a feedback process to monitor the progress of professional learning impact on advancing teacher practice
- j. Create and document effective practice in PDEC handbook *New Teacher Orientation*
- k. Design and implement annual new teacher induction to include identified effective practice that becomes "the Sterling way" *Community Meetings*
- l. Identify and create opportunities for recognizing and celebrating adult learning

**4. Sterling Community School enhances student, parent and staff centered learning with a progressive digital learning environment.**

- a. **Establish a technology committee** *PDEC will initiate this process*
- b. **Identify and implement an annual technology needs assessment for staff** *Technology Committee*
- c. Collaborate with PDEC committee to review the needs assessment and the plan professional learning for staff
- d. Identify and document the priority technology skills and knowledge from standards to be mastered by each grade level
- e. Communicate above and support integration into instruction

- f. Research, identify, pilot, and implement an assessment tool to measure student digital literacy
- g. Integrate digital tools into annual project based unit for enhancement of student learning of 21st century skills
- h. Train and create in house experts in the collaboration tools of google docs
- i. Support teachers with the integration and use of Chromebooks
- j. Research and identify an app to push out communication
- k. Design and implement an annual technology showcase for parents and the community
- l. Annually review and update technology inventory, resources, tools
- m. Create a replacement cycle for technology equipment and use
- n. Explore, identify, pilot, and implement technology walks as a means to gather data and measure effective use of technology

## 5. Sterling will cultivate positive, caring and supportive relationships reaching students, family, and community stakeholders.

### ***Faculty and Students***

- a. Research, identify, pilot and implement routine community building activities for grades K-8 *Monthly Community Meetings; SEL*
- b. Create a process for each student to be connected to a caring adult with routine check-ins and periodical faculty review *Start With Hello curriculum initiative; Choose Love pilot; Second Step curriculum; Child Protective Unit;*
- c. Research developmental guidance program/advisory models *Responsive classroom strategies & state sponsored PD*
- d. Read, research and identify best practices in developing positive school culture** *School committees, collaborative task forces, PD*
- e. Read, research and identify best practices in developing social-emotional learning skills** *School committees & collaborative task forces, PD*
- f. Build consensus on K-8 social-emotional practices to be implemented and monitored for fidelity *Collaborative research on SEL; Mental Health Google Classroom*
- g. Identify and implement student interest inventories to guide personalization K-8 *Book Study: Learning That Lasts*

### ***Faculty and Families***

- h. Explore research on parent involvement such as Joyce Epstein's 6 areas of parent involvement
  - i. Conduct a parent needs assessment
  - j. Create parent learning events based on needs assessment data
  - k. Explore, identify, pilot real-time parent communication tools to showcase learning linked to Strategic Plan goals *Technology Committee*
  - l. Create a Sterling Community School social media presence. Identify schedule and content for posting, address policy for use *Technology Committee*
- ### ***School and Community***
- m. Regularly update web pages including biographies and pictures of teachers *Technology Committee; Teachers*
  - n. Implement administrator coffees with parents/community members *Have been scheduled*
  - o. Conduct a welcoming school audit to collect data and plan *EASTCONN; Administration*

- p. Research and create a calendar of events that build relationships between school/home and community

**6. Sterling will provide a safe, healthy and supportive environment for learning where students build resilience (by reaching and developing philosophies of common language, expectations, practices and understanding).**

- a. Research best practices in addressing trauma/toxic stress *Trauma Informed Practices PD; Mental Health google classroom*
- b. Conduct a self-evaluation of current PBIS/social-emotional/Restorative Justice best practices, identify gap analysis** *Collaborative task forces*
- c. Create action plan from gap analysis *Collaborative task forces*
- d. Create and implement a communication plan to educate parents and community regarding what it means to be trauma informed *Technology Committee; Principal; Clinical Team*
- e. Create classroom constitutions incorporating student voice, ownership**
- f. Conduct annual climate survey, use data to identify school focus *EASTCONN; Principal; PDEC*
- g. Show documentary “Resilience” to staff with panel and/or cafe conversation to follow *EASTCONN; Principal; Clinical Team*
- h. Show documentary “Resilience” to community with panel discussion.or cafe conversation *EASTCONN; Principal; Clinical Team*