



Sauquoit Valley High School Plan for Excellence ~ 2024-2025



Our mission is to ensure that each student will become a lifelong learner and responsible citizen in an ever-changing world.

SVCS D Strategic Plan Goal	SVHS Plan for Excellence Goal for 2024-2025	Why This Goal?	How will we know if we achieved the goal?	How will we know if the goal was effective?
#1: The SVCS D will provide the opportunities, resources, and support to engage each student academically with the focus of exceeding district and state standards, but also ensuring that each student maximizes his/her abilities.	GOAL 1: Teachers will consistently modify their instruction based on formative assessment data. This includes the use of targeted instructional strategies, as appropriate, to whole groups, small groups, and individual students.	Last year, PFE Goal 1 was focused on the use of formative assessment strategies to gauge levels of student understanding. This is a natural extension of that goal; we want to remain responsive to our students' individual learning needs.	Staff meetings, Superintendent's Conference Days, and other professional learning activities will be designed to increase teachers' use of targeted instructional strategies, and teachers will provide evidence of lesson modifications that result in the incorporation of such strategies. The percentage of lessons that incorporate targeted instructional strategies will increase as the year progresses, as evidenced by informal observational data.	Students will learn content that aligns with their individual learning needs. This includes remediation as well as enrichment, as appropriate.
#2: The SVCS D will engage students' curiosity, interest, and passion for learning using various strategies to affect their intellectual, physical, social, and emotional well-being.	GOAL 2: Staff will plan, implement, and evaluate school-wide activities that are designed to promote social and emotional wellness. The activities will increase students' understandings and abilities related to the social and emotional competencies -- self-awareness, self-management, responsible decision-making, relationship development, and/or social awareness.	In the June 2024 student survey, 64.8% of students agreed with the following statement: "Our school does a good job of supporting students' social and emotional health." Multiple students indicated they feel our school generally does a good job providing social and emotional supports but that more could be done. Research shows that supporting the social and emotional development of students leads to improved academic and post-secondary outcomes.	We will continue to offer community-based events like Stress Less Day and will incorporate student and staff feedback to improve such offerings. We will continue to provide social and emotional lessons in classes and will utilize student and staff feedback to strengthen these lessons. Select members of the staff -- including our counseling staff -- will collaborate with students to plan, implement, and evaluate additional activities that will result in students obtaining knowledge and skills related to the social and emotional competencies (including themed months).	Students will feel a high level of social/emotional support from our school (as evidenced by June 2024 student survey data vs. June 2025 data). Other measures of social and emotional wellness will continue to be investigated in our ongoing effort to be responsive to the social and emotional needs of our students.
#3: The SVCS D will provide rich and meaningful opportunities for civic learning and democratic engagement throughout the district; combined with enhancing the well-being of each student to foster community responsibility.	GOAL 3: Instructional staff members will familiarize themselves with best practices related to grading by reading and reflecting on Grading For Equity by Joe Feldman. Staff members will experiment with Feldman's recommendations and contribute to an ongoing discussion regarding school-wide implementation of select grading practices beginning in 2025-2026.	A student's grades have a profound impact on their future. It is important for us to ensure our grading practices are accurate, bias-resistant, and motivational. Additionally, a school's grading practices have a significant impact on its culture, on the relationships between its teachers and students, and on the dispositions that its students learn through their schooling experience.	Instructional staff members will read Grading for Equity and will engage in professional development activities related to Feldman's recommendations in staff meetings, on Superintendent's Conference Days, and in other settings. The majority of staff members will choose to engage in a Grading for Equity workgroup to discuss suggestions, questions, and concerns related to experimentation with the recommendations. The principal will engage individual staff members in conversations regarding their grading practices. Student and parent feedback will be solicited. These activities will inform a process for establishing school-wide grading practices for 2025-2026.	Our school community will experience a culture shift from a focus on extrinsic motivators and earning points to a focus on intrinsic motivation and continued growth. Students and parents will better understand the meaning of grades and will reflect on meaningful, individualized feedback on student Power Skill development.

Anyone with questions about this plan is asked to contact SVHS Principal Brian Read at (315) 839-6315 or bread@svcsd.org.