



Mission Statement

Groton-Dunstable Regional Schools fosters academic and personal excellence in cooperation with the community. Through an evolving curriculum, we cultivate skills and attitudes that encourage students to develop a spirit of inquiry, the disposition to adapt to changing environments, and the intrinsic motivation to become responsible, contributing citizens. We will build a community where students are prepared to positively take action and advocate for more just schools and for their larger world. This commitment is in service of all learners reaching their highest potential socially, emotionally, and academically.

District Core Values

Acceptance:

Students, staff, and families experience acceptance when their diverse backgrounds, identities, and personal stories are recognized, respected, and genuinely valued within the school community.

Belonging:

Students, staff, and families feel a true sense of belonging when they are recognized as integral members of the school community, contributing meaningfully to its culture and helping to shape a safe, inclusive, and supportive environment.

Community:

Students, staff, and families form a unified school community in which everyone plays a vital role. Interactions and relationships are guided by shared school and district values that promote respectful communication, mutual support, and collaboration.

Support:

Students, staff, and families are provided with layered, responsive support to fully engage in the school environment. Support is delivered in ways that are developmentally appropriate, culturally responsive, and tailored to individual cognitive and emotional needs.

Equity:

Equity means recognizing and addressing the unique circumstances of each individual by providing the specific resources, opportunities, and support they need to thrive.

Core Values in Our Schools:		
<u>Boutwell Early Child Center</u> ★ Caring ★ Creative ★ Cooperative	<u>Florence Roche Elementary</u> ★ Respectful ★ Responsible ★ Resilient	<u>Swallow Union Elementary</u> ★ Growth ★ Respectful ★ Resilient ★ Responsible
<u>GDRMS (5-8)</u> ★ Ownership ★ Awareness ★ Kindness	<u>GSRHS (9-12)</u> ★ Perseverance ★ Balance ★ Integrity ★ Respect	

Vision of the Learner:

GDRSD Students Will:

- Demonstrate intellectual curiosity
- Communicate appropriately and precisely
- Engage in critical and creative thinking
- Develop a disciplined work ethic
- Demonstrate respect for self and others

A GDRSD student will become:

A Reflective Learner who:

- Utilizes feedback effectively
- Uses logical reasoning to evaluate and process information
- Exhibits resourcefulness, creativity, and adaptability when looking for solutions
- Views obstacles, setbacks, or failures as opportunities for growth
- Sets goals and demonstrates perseverance in reaching them

An Engaged Citizen who:

- Demonstrates respect for individuals, languages, customs, beliefs, and values in a variety of situations
- Strives to understand the feelings of others and different points of view
- Develops a greater sense of the larger world and their individual role in improving conditions for themselves and others
- Contributes to communities, ranging from interpersonal to local to global
- Understands the impact humans have on the environment and makes choices that promote sustainability

An Effective Communicator who:

- Works collaboratively with others in small and large groups
- Writes, speaks, and expresses in a precise and purposeful manner to inform, influence, motivate, or entertain a variety of audiences
- Employs effective reading skills and active listening strategies to advance understanding
- Recognizes the implications of verbal and nonverbal communications and exercises learned skills
- Interacts with people who have differing opinions through civil and productive discourse

Strategic Vision Priorities for 2026-2029:

Starting in June of 2025, we assembled a Strategic Vision Team, composed of GDRSD parents and guardians, School Committee members, teachers, district and school leaders, staff and student support personnel, and community members. Over the course of the last six months, this team has convened multiple times to plan and host a community-wide dialogue, revisit and revise our Mission, Core Values, and establish a pre-K through 12 Vision of the Learner. This document represents the multiple discussions and work of this group, as well as feedback and ideas from those attending our community dialogue, held in October which included over 50 community members, parents, students, staff, and school & district leaders. Our collective goal is to communicate our vision to strengthen a sense of belonging for our students, families, staff, and community. The priorities below are designed to guide yearly District and School Improvement Plans, annual goal-setting and budget development, and are informed by a collective will to assess how we can best develop all of our learners now and into the future!

Living Our Mission, Core Values, and Vision of the Learner:

- Our GDRSD Vision of the Learner applies to all schools and grade levels pre K-12. Share these habits of learning across all schools.
- Develop developmentally appropriate vision of the learner language at each level: pre-K, elementary, middle, and high school.
- Communicate and “live” our core values and vision of the learner on all districtwide docs and in schoolwide recognition: e.g., OAK Awards, Student of the Month recognition, elementary student recognition.
- Emphasize how these habits of learning are transferable skills, applicable across disciplines.
- Strengthen student voice and sense of agency: expand new leadership opportunities for students including student council, student representatives to the School Committee, student membership to the district’s DEI committee.
- Develop a community service expectation in each school; consider a community service requirement at the high school.

Academic Achievement and Meeting Accountability Targets preK-12:

- Continue strengthening a collaborative student data culture among Professional Learning Teams.
- Strengthen Multi-Tiered Systems of Support in all schools through ongoing Professional Development and collaboration in professional learning teams. Teams will focus on tier I support for all students and implementing the newly revised District Accommodation Plan (DCAP).
- All educators will collaborate on setting annual SMART Student Learning Goals for all students in Professional Learning Teams.
- Explore and implement schedule changes at the high school and middle schools.
- Create a linear scope and sequence for grade level competencies across all content areas.
- Expand Student showcase opportunities (e.g., middle school science fair, civic action projects) & project based learning opportunities.
- Develop additional elective courses at the HS to include more fine arts opportunities, financial literacy, and entrepreneurship.
- Seek opportunities for internships and authentic learning experiences that connect our schools and communities and provide students with practical life skills and future employment experience.
- Expand personalized learning for gifted students through differentiated instruction and enrichment opportunities at all grade levels.
- Explore the idea of a “Student Portfolio” as part of the graduation expectation for all seniors.

- Support implementation of instructional strategies aligned with educator evaluation focus areas through regular leadership team instructional rounds

Community Wellness & Student/Staff Sense of Belonging:

- Continued focus on PD efforts on ways to build belonging for staff - Work with Equity Imperative
- Expand DEI Committee to include greater representation in the community, with staff, and include students.
- Greater student engagement and voice (school councils at middle school, class officers at high school; big buddy program, two student representatives to the School Committee; students serving on the district's DEI committee).
- Providing professional development for all teachers and staff to ensure they have the dispositions, skills, and knowledge to create an inclusive environment for all learners
- Enhancing professional development and resources for teachers, and partnering with parents, to better navigate 21st century challenges as students prepare for post-graduate life
- Offering opportunities and experiences to help build and bolster a sense of community across grades, within schools, across the district, and with families.
- Prioritize Equity Imperative engagement across the district and across stakeholders

Facilities & Necessary Resources for Learning:

- Swallow Union renovation - roof repair (second phase of accepted ARP)
- Swallow Union renovation - complete and submit a Statement of Interest for a Core Program renovation to the MSBA
- Consider a pre-K ECC location at Swallow Union to expand the district's capacity.
- Green Energy plans - more energy efficient across all buildings - 2 year grant for Groton and three other towns.
- Summarize 5 year facilities plan
- Budget transparency and advocacy

Yearly District Improvement Plans:

[2025/2026](#)

2026/2027

2027/2028