Vision 2028 Strategic Plan

Old Rochester Regional School District

Massachusetts Superintendency Union #55

MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

Our Vision

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences.

Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness.

Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

Core Values

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

Theory of Action

IF WE...
implement a rigourous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...
expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...
enhance our multi-tiered, comprehensive systems of support in all schools...

AND...
provide an inclusive and supportive climate and culture for all school community members...

AND...
promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...
have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

1.1

Define, create, and implement a Portrait of the Graduate that encompasses equitable practices in students' academic and social lives.

1.2

Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.

1.3

Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership team, curriculum leadership by grade span.

1.4

Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.

1.5

Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.

Outcomes

1.1 By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.

1.2 By June 30, 2028, the curriculum review cycle guides the school-system's process to provide students with high-quality curricula at all levels and content areas and the literacy program is successfully implemented which is reflected in improved student outcomes.

1.3 By June 30, 2028, the school-system has a fully structured and operational curriculum leadership team supporting district-wide curricular needs.

1.4 By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.

1.5 By June 30, 2028, a curriculum management system is used by educators throughout the school-system to inform curriculum, instruction, and assessment.

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

2.1

Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

2.2

Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models.

2.3

Provide educators with ongoing professional development in curriculum writing and planning (UbD) to support the implementation of a curriculum management system (standards-based curriculum, instruction, and assessment).

2.4

Provide and prioritize dedicated time and resources for the planning and implementation of a district-wide Portrait of the Graduate.

2.5

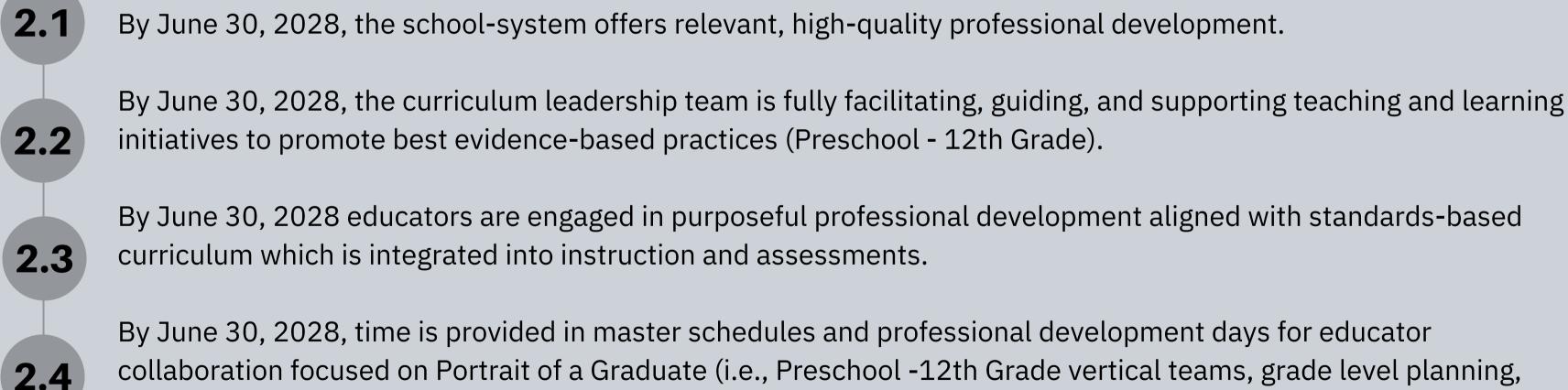Provide professional development to support and implement adoption of current Literacy Action Plan.

Outcomes

2.1 By June 30, 2028, the school-system offers relevant, high-quality professional development.

2.2 By June 30, 2028, the curriculum leadership team is fully facilitating, guiding, and supporting teaching and learning initiatives to promote best evidence-based practices (Preschool - 12th Grade).

2.3 By June 30, 2028 educators are engaged in purposeful professional development aligned with standards-based curriculum which is integrated into instruction and assessments.

2.4 By June 30, 2028, time is provided in master schedules and professional development days for educator collaboration focused on Portrait of a Graduate (i.e., Preschool -12th Grade vertical teams, grade level planning, subject area collaboration).

2.5 By June 30 2028, professional development is centered around implementation of the Literacy Action Plan.

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

3.1

Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.

3.2

Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.

3.3

Identify and provide professional development in all schools that fosters the full implementation of the systems of support.

3.4

Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.

3.5

Provide systems of support that ensure successful grade level transitions based on students' academic, behavioral, and social emotional learning needs.

Outcomes

3.1 By June 30, 2028, the general education settings have identified and established vertical and horizontal systems of support.

3.2 By June 30, 2028, the school-system has an operational intervention systems of support that supplement the general education setting for students in small group or individual settings.

3.3 By June 30, 2028, all educators are trained in implementing effective systems of support across all school buildings to address the academic and social emotional needs of all students.

3.4 By June 30, 2028, data collection and screening practices are scheduled, utilized, and analyzed on a consistent basis to assess behavioral and social emotional outcomes to meet the needs of students.

3.5 By June 30, 2028, grade level transitions are successful in addressing the academics, behavioral, and social emotional needs of each student.

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

4.1

Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

4.2

Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.

4.3

Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.

4.4

Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

4.5

Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

Outcomes

4.1 By June 30, 2028, evidence-based practices related to teaching and discipline are implemented to decrease behavioral issues and referrals.

4.2 By June 30, 2028, a unified brand embodying the spirit of the school community has been established across all districts.

4.3 By June 30, 2028, school-system stakeholders are well informed and connected by a cohesive school-system plan for comprehensive communication.

4.4 By June 30, 2028, a respectful and successful learning environment is demonstrated and articulated through student leadership, input, and feedback.

4.5 By June 30, 2028, educators consistently track student discipline and utilize strategies to improve student behavioral issues as a result of evidence-based professional development.

Ensure safe, secure, and equitable learning environments in all schools.

5.1

Provide professional development to school community members regarding physical and cyber safety and security practices.

5.2

Establish annual review and audit procedures of all facility systems and related phase replacement plans.

5.3

Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.
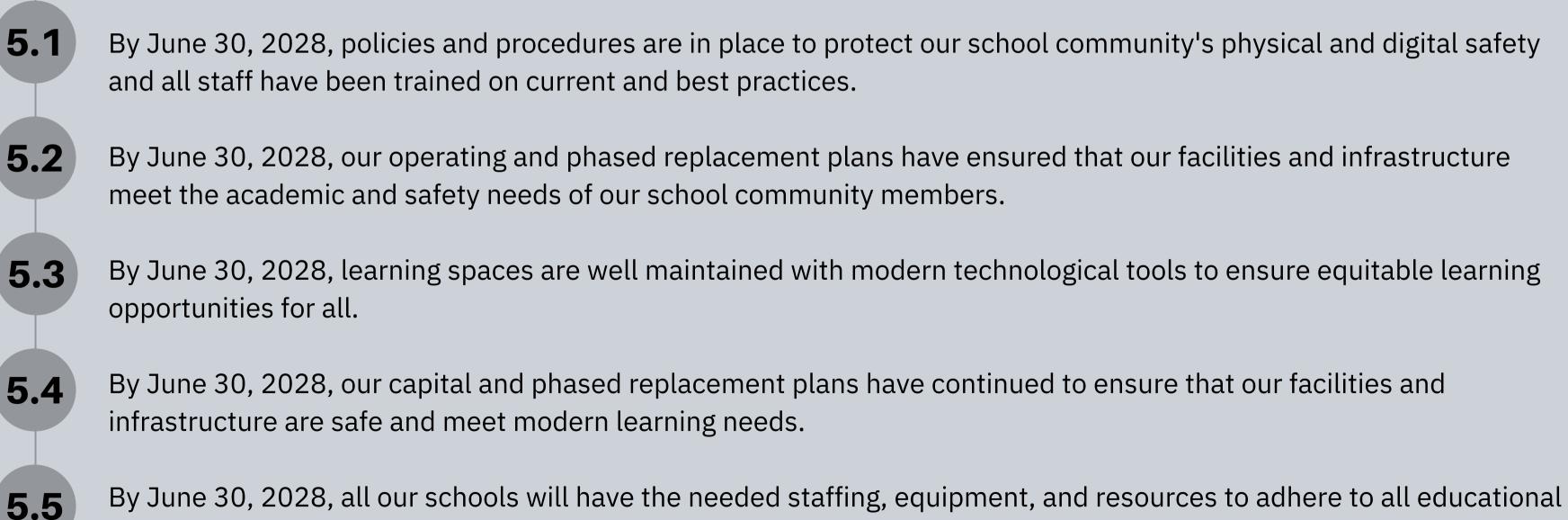
5.4

Establish short and long term capital plans for all school buildings, grounds, and facility operations.

5.5

Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

Outcomes

5.1 By June 30, 2028, policies and procedures are in place to protect our school community's physical and digital safety and all staff have been trained on current and best practices.

5.2 By June 30, 2028, our operating and phased replacement plans have ensured that our facilities and infrastructure meet the academic and safety needs of our school community members.

5.3 By June 30, 2028, learning spaces are well maintained with modern technological tools to ensure equitable learning opportunities for all.

5.4 By June 30, 2028, our capital and phased replacement plans have continued to ensure that our facilities and infrastructure are safe and meet modern learning needs.

5.5 By June 30, 2028, all our schools will have the needed staffing, equipment, and resources to adhere to all educational and safety plans based on current best practice.

Vision 2028
Strategic Plan

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