

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.

January 2025 Update



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 rigorous, 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.

**OBJECTIVE ONE
TEACHING & LEARNING**

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.

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.

**OBJECTIVE TWO
TEACHING & LEARNING**

2.1

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

2.4

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.



Year One - Strategic Initiatives Focus

Year One Outcomes



1.1 Define and create a high school Portrait of the Graduate that encompasses equitable practices in students' social and academic lives.

2.4 Provide and prioritize dedicated time and resources for the planning of a high school Portrait of the Graduate.

- Created a high school Portrait of the Graduate (POG) team with various stakeholders
- Scheduled regularly dedicated time for planning and development for POG team
- Identified and reviewed POG exemplars from other high schools
- Defined equitable practices related to social and academic lives related to the POG
- Provided resources needed by the POG team
- Defined and created the POG for the high school
- Developed POG draft and presentation
- Presented to The Leadership Council (TLC)

Year One Outcomes



1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan (LAP).

1.3 Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership by grade span (Year 1 of multi-year).

2.5 (Year 1 of multi-year) Provide professional development to support and implement adoption of current LAP.

- Provided CRC professional development to secondary department coordinators
- Provided professional development on Curriculum Review Cycle (CRC) for staff
- On-going review of CRC during Instructional Council (IC)
- Presented CRC to the Joint School Committee
- Utilized leadership role of department coordinators and team leaders to lead and maintain department curriculum review phase work
- Communicated and shared the Literacy Action Plan (LAP) with faculty and staff
- Provided professional development for new Tier I IntoReading core literacy program and data analysis
- Implemented newly adopted Tier I IntoReading core literacy program
- Assembled the District Literacy Leadership Team (DLLT), which met monthly
- Updated and revised Literacy Action Plan by DLLT

Year One Outcomes



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.

- Posted and shared district-wide assessment calendar with staff
- Established a professional development schedule in order to collect and analyze data
- Created and communicated literacy data meetings schedule to educators
- Started and reviewed a Needs Assessment for currently administered assessments for all subject areas (ongoing)

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

- Discussed PD planning process and best practices
- Investigated the suggested State PD planning process
- Explored the PD planning process utilized by other districts
- Created PD planning process document
- Shared PD planning process document with Instructional Council and TLC
- Utilized PD planning process to develop district-wide PD

Year Two Initiatives



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

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.

2.5 (Year 2 of multi-year) Provide professional development to support and implement adoption of current LAP.

- On-going updates using the Curriculum Review Cycle (CRC) during Instructional Council (IC)
- Outline Professional Development timeline for department coordinators for the year
- Utilize leadership role of department coordinators to lead and maintain department curriculum and review phase work
- Communicate and share Literacy Action Plan (LAP) with the faculty and staff
- Provide professional development for IntoReading Tier I Writing and Tier II/III literacy program and data analysis
- Implement Tier I writing IntoReading and Tier II practices in ELA
- Revise the Literacy Action Plan with the DLLT monthly

Year Two Initiatives



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.

- Post and share current district-wide common assessment calendar
- Provide professional development related to data collection and analysis for current common assessments
- Schedule and communicate literacy data meetings scheduled and communicated to educators
- Start needs assessment using Curriculum Review Cycle (CRC) and review of currently used assessments for all subject areas
- Analyze MCAS results by grade and subject area and create actions steps

1.5 (Year 2 of multi-year) 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.

- Continuous update to curriculum in curriculum management system
- Synchronize Program of Studies and curriculum management system courses along with course descriptions for secondary
- Review all currently used curriculum to determine gaps

Year Two Initiatives



2.1 (Year 2 of multi-year) Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

- Edit and review the PD Plan Process document on a yearly basis
- Review and edit the PD Plan Process document with the Instructional Council
- Implement and share PD Plan Process with faculty and staff
- Create PD schedule based on PD Plan Process in spring for the following year

1.1 (Year 2 of multi-year) Define and create a Portrait of the Graduate that encompasses equitable practices in students' social and academic lives.

2.4 (Year 2 of multi-year) Provide and prioritize dedicated time and resources for the planning of a Portrait of the Graduate.

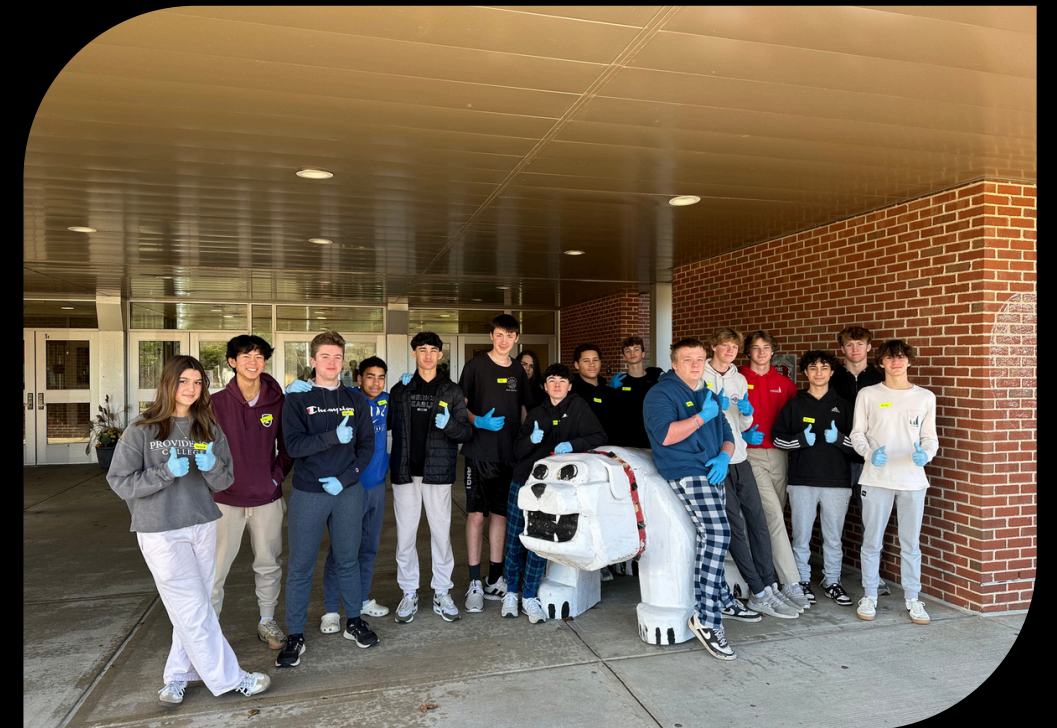
- Create a POG team with various stakeholders
- Schedule regularly dedicated time for planning and development for POG team
- Review ORR high school Portrait of the Graduate (POG) process
- Identify and review POG exemplars from our high school and other districts for PreK-8
- Define equitable practices related to social and academic lives related to the POG
- Provide resources needed by the POG team
- Begin defining and creating draft of the district-wide POG

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

**OBJECTIVE THREE
SUPPORT SYSTEMS**

3.1

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



Year One - Strategic Initiative Focus

Year One Outcomes



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

- Reviewed Responsive Classroom's Fly Five SEL Curriculum utilizing clinical teams throughout the districts
- Piloted Character Strong resources and tool kit at ORRHS
- Used Character Strong resources and tool kit at ORRJHS as part of advisory lessons
- Provided Character Strong PD
- Implemented SEL and Academic Pathways Team at ORRJHS
- Aligned 7-12 vertical practices to support students' needs
- Utilized TLC and clinical teams to review systems of support (Tier 1, 2 and 3)
- Reviewed literacy Needs Assessment data with assistance from Hill for Literacy to support HQIM Tier 1 core literacy program adoption
- Developed system of incident reporting and data tracking

Year Two Initiatives



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

- Work with the Birch Center to review Needs Assessment on SEL (completed in 2021) and develop action steps
- Complete a Needs Assessment on MTSS academic tiers (1, 2 and 3)
- Collaborate across elementary districts during grade level monthly literacy data meetings with HILL for Literacy to determine tiered intervention support for individualized student learning needs
- Enhance incident reporting and use data to develop interventions
- Pilot Responsive Classroom's Fly-Five in grades K-8
- Implement Kyle Cares at ORRHS

Year Two Initiatives



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

- Implement Hill for Literacy Tier 2 & 3 supports
- Identify clinical team to review and implement SEL tiered supports
- Schedule intervention blocks at each building to implement tiered academic supports based on data analysis

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

- Ongoing professional development for tier 2 & 3 interventions from Hill for Literacy
- Provide professional development for the ambassadors of Fly-Five pilot
- Training on 504 for guidance staff across the district
- Ongoing professional development for the new IEP
- Create and review results of Needs Assessment to determine action steps and subsequent professional development

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

4.1

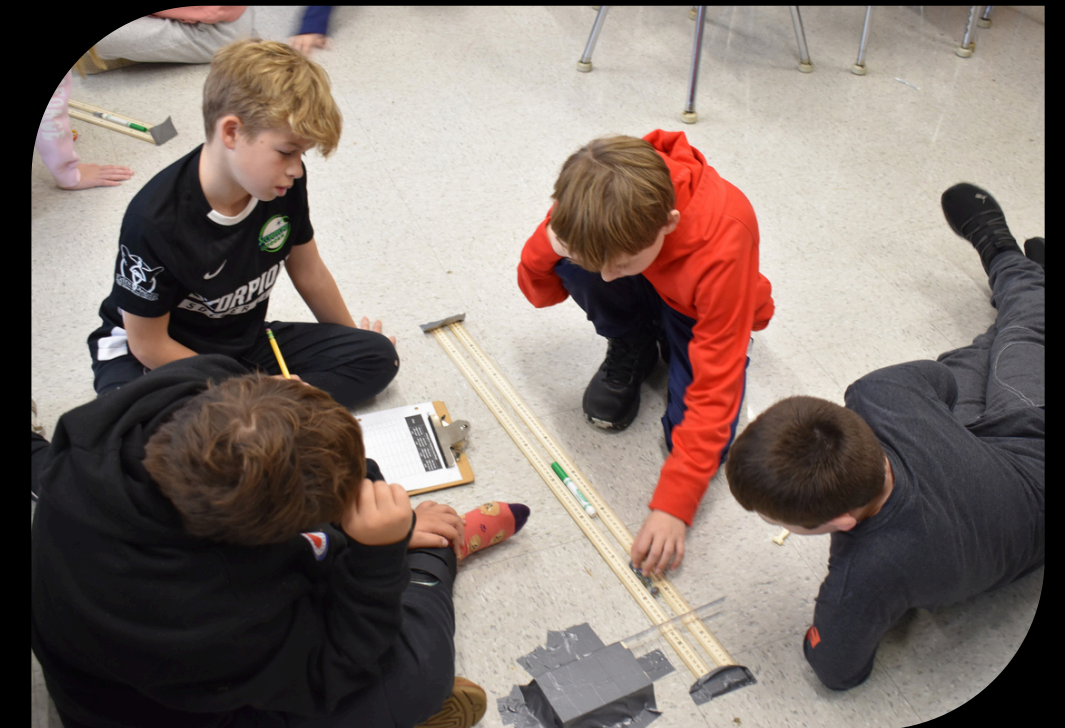
Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

4.3

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.



Year One Outcomes



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.

- Piloted Character Strong resources and tool kit at ORRHS
- Used Character Strong resources and tool kit at ORRJHS as part of advisory lessons
- Aligned Attendance Policy K-12 vertically and horizontally across districts
- Developed system of incident reporting and data tracking

4.3 Develop and implement a clear and flexible communication plan.

- Researched best, most effective available communication platforms
- Utilized weekly, synchronized ORRConnect and S'more at the District & School building levels
- Employed use of common social media platforms for additional communication

Year One Outcomes



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

- Provided leadership opportunities for students to enhance their learning environments (i.e. student newspapers/publications, Project 351, Kindness Crew, Junior Reporters, Advisory Groups, Junior Ambassadors, Ambassadors, Student Council, JHS Student Affairs Committee).
- Initiated new or expanded ongoing student leadership programs and initiatives through clubs, committees, council and leadership roles
- Engaged in career exploratory opportunities for students through job fairs, events, mock careers trials and guest speakers

Year Two Initiatives



4.1 (Year 2 of multi-year) Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

- Identify staff who will pilot SEL program & train staff PreK-8
- Pilot Responsive Classroom's Fly Five SEL curriculum PreK-8
- Provide updates to stakeholder groups

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

- Establish a task force of school leadership, community members, staff & students to collect data & research to form the brand identity
- Create and administer survey for community to obtain feedback regarding unified branding
- Begin consensus on brand identity that embodies the spirit of the whole school district and community at large

Year Two Initiatives



4.3 (Year 2 of multi-year) Develop and implement a clear and flexible communication plan.

- Assess current platforms for crisis, internal, media/community relations & family communication
- Solicit feedback from all stakeholders to assess efficacy of current practices
- Create a vision and goals for communication

4.4 (Year 2 of multi-year) Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

- Continue to utilize district-wide program and initiatives for students to share their ideas
- Provide collaborative opportunities for students to participate with peers, educators and community
- Work with community business to enhance career exploratory opportunities

Year Two Initiatives



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

- Provide staff training regarding consistency in the process of logging student behavior and discipline data
- Monitor student behavior and discipline data for consistency
- Upload required student behavior and discipline data to meet state requirements

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

**OBJECTIVE FIVE
SAFE 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.

5.4

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



Year One - Strategic Initiatives Focus

Year One Outcomes



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

- Participated in Massachusetts Municipal Cybersecurity awareness grant program for staff with administrative access to student information system
- Reviewed safety and security best practices relating to building access, restricted areas, and security alarms by building
- Scheduled and performed emergency trainings and drills by building
- Assigned appropriate staff to receive Crisis Prevention and Intervention (CPI) training in each building

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

- Assessed current inventory in technology, school furniture and facilities equipment
- Evaluated and discussed usable life of inventory items
- Projected and implemented phased replacement plans

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

- Established a building-based capital planning team
- Toured and assessed building, grounds, and facilities to determine needs
- Scheduled meetings to identify capital planning priorities and categories
- Developed full ten year capital improvements plans prioritizing the current year's needs

Year Two Initiatives



5.1 (Year 2 of multi-year) Provide professional development to school community members regarding physical and cyber safety and security practices.

- Continue cybersecurity training for staff & school community
- Train staff in emergency safety trainings and drills
- Assign staff receive and complete CPI training
- Organize Crisis Teams to implement safety protocols
- Complete digital safety and awareness for school community (students 4-12, parents/guardians)

5.2 (Year 2 of multi-year) Establish annual review and audit procedures of all facility systems and related phase replacement plans.

- Update systems following the comprehensive capital assessment (completed in spring 2024)
- Update map of facility layouts
- Schedule annual walk throughs with SFO, Facilities Director, Building Administration and determine areas of updates
- Write a new comprehensive phase replacement plan

Year Two Initiatives



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

- Identify possible funding opportunities for identified classroom technology improvements and upgrades
- Review and expand development of hardware/software inventory plan

5.4 (Year 2 of multi-year) Establish short and long term capital plans for all school buildings, grounds, and facility operations.

- Meet regularly with building based teams throughout the school year to identify capital improvements in alignment with towns' Capital Improvements Planning Committee (CIPC)
- Develop CIP and utilize for budget development
- Share CIP with town officials for possible approval of funding

Year Two Initiatives



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

- Establish the District Needs Team (DNT)
- Create a schedule of DNT meetings (quarterly)
- Develop an assessment of projected needs for 25-26 school year
- Finalize needs for projected budget

Vision 2028 Strategic Plan

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QUESTIONS?

*Contact the Superintendent's Office
at 508-758-2772.*

