

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2024-2026 SIPPICAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

MISSION

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

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 that 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.

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	1.1 <ul style="list-style-type: none">Engage in professional development work to create an elementary Portrait of a Graduate in alignment with the Jr. High School and High School Portrait of the Graduate (POG)	1.1 <ul style="list-style-type: none">Staff can explain what a Portrait of a Graduate is, why we have it, and our part	1.1 <ul style="list-style-type: none">Elementary administration will have outlined the meaning and purpose of Portrait of the Graduate for faculty and staff to begin this work at the elementary level
	1.2 <ul style="list-style-type: none">Implement a curriculum review cycle in accordance with the identified Phases in the “2024	1.2 <ul style="list-style-type: none">The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such	1.2 <ul style="list-style-type: none">Identified faculty are participating in the math curriculum review work

	<p>Curriculum Review Cycle Plan”</p> <ul style="list-style-type: none"> Continue the implementation of the Literacy Action Plan 	<p>as reviewing the math curriculum</p> <ul style="list-style-type: none"> Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate 	<ul style="list-style-type: none"> The Literacy Action Plan is implemented and reviewed annually for updates
	<p>1.3</p> <ul style="list-style-type: none"> Continue monthly meetings with the Instructional Council Establish elementary curriculum leaders by grade span/department 	<p>1.3</p> <ul style="list-style-type: none"> Monthly Instructional Council meetings are scheduled with clear objectives Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted 	<p>1.3</p> <ul style="list-style-type: none"> Instructional Council meetings continue to be an active committee outlining professional development needs for the district The Curriculum Leaders are identified and are engaged in curriculum work at Sippican as well as district-wide
	<p>1.4</p> <ul style="list-style-type: none"> Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction 	<p>1.4</p> <ul style="list-style-type: none"> Common assessment data is analyzed to inform instruction Grade-level data meetings take place in accordance with the assessment schedule Professional development time is allocated for vertical and horizontal data analysis 	<p>1.4</p> <ul style="list-style-type: none"> Time is given to analyze student data and make informed instructional focus areas Common Assessment practices are established and implemented in PreK-6 for literacy and math Data analysis professional development is provided to highlight areas needing improvement and areas that are working
	<p>1.5</p> <ul style="list-style-type: none"> Maintain, enhance, and utilize a curriculum management system 	<p>1.5</p> <ul style="list-style-type: none"> Additions and edits to curriculum are documented in a 	<p>1.5</p> <ul style="list-style-type: none"> Educators utilize a curriculum management system to inform

	containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments	curriculum management system and shared with appropriate grade level/content areas faculty	curriculum, instruction, and assessment in literacy and math
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Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#2: Teaching & Learning 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 <ul style="list-style-type: none"> Implement the professional development plan that supports effective and equitable teaching and learning 	2.1 <ul style="list-style-type: none"> Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session Educators complete the survey at the end of each professional development day The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators 	2.1 <ul style="list-style-type: none"> Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan Instructional Council agendas reflect discussion on survey results from PD offerings PD plans reflect input from the survey results
	2.2 <ul style="list-style-type: none"> 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 	2.2 <ul style="list-style-type: none"> The curriculum leadership team guides and develops district-wide curriculum initiatives 	2.2 <ul style="list-style-type: none"> The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives Professional development for the adoption of high quality instructional materials is provided based on the curriculum review cycle in math, science, ELA and social studies

	2.3 <ul style="list-style-type: none"> • Provide educational leaders/teacher leaders with ongoing professional development in curriculum writing such as Understanding by Design (UbD) to support consistent curriculum implementation and instructional practices 	2.3 <ul style="list-style-type: none"> • Professional development will be provided in curriculum writing such as Understanding by Design (UbD) model with applicable educators 	2.3 <ul style="list-style-type: none"> • Educational leaders/teacher leaders will be engaged in purposeful professional development, which is aligned with curriculum initiatives and lessons reflect the UbD planning model
	2.4 <ul style="list-style-type: none"> • Support implementation of the Portrait of a Graduate (POG), with dedicated time and resources 	2.4 <ul style="list-style-type: none"> • Building-based discussions/ teams will begin Portrait of a Graduate work by collaborating across the district 	2.4 <ul style="list-style-type: none"> • Professional development time has been provided with school schedules for professional development and educator collaboration that focuses on the POG
	2.5 <ul style="list-style-type: none"> • Provide Professional Development to support and implement adoptions of the current Literacy Action Plan 	2.5 <ul style="list-style-type: none"> • Continue to provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program • PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy • Data meetings take place 3-5 times a year • Science of Reading training modules are offered during PD Days, and/or PLC time 	2.5 <ul style="list-style-type: none"> • Professional development is aligned with the Literacy Action Plan • Data meetings have been outlined for the year • Science of Reading Modules are completed by each educator, as applicable

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#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 <ul style="list-style-type: none"> Review, design, and expand consistent district-wide support systems available to all students through the general education setting 	3.1 <ul style="list-style-type: none"> Identify the systems of support for academics, behavioral and social and emotional learning (SEL) Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly Educators will use the assigned FLEX/RTI block to provide intervention and enrichment to students 	3.1 <ul style="list-style-type: none"> Outline current systems of support in academics and SEL, including Responsive Classroom Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable BBST/SRST meetings are attended and action steps are identified to support students PLC and grade level meeting time is used to plan FLEX/RTI Block focus areas for student success and planning for Tiered Instruction
	3.2 <ul style="list-style-type: none"> Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings 	3.2 <ul style="list-style-type: none"> Finalize district DCAP that defines what tiered intervention looks like at the elementary and secondary level 	3.2 <ul style="list-style-type: none"> Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners
	3.3 <ul style="list-style-type: none"> Identify and provide professional development in all schools that foster the full implementation of the systems of support 	3.3 <ul style="list-style-type: none"> Train and support educators on the systems of support at the classroom level while being in alignment with the district plan 	3.3 <ul style="list-style-type: none"> Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners

	3.4 <ul style="list-style-type: none"> Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social-emotional needs, as applicable Implement data collection and screening tools to identify SEL and behavior support needs 	3.4 <ul style="list-style-type: none"> Educators will use assessment data to provide targeted literacy and math interventions in the classrooms and in small groups A school-based data team is identified with an outline of roles and responsibilities Data team meetings are scheduled and agendas outline the purpose of meetings 	3.4 <ul style="list-style-type: none"> Data collection and screening practices are scheduled and analyzed consistently to assess students' academic, behavioral and social-emotional needs
	3.5 <ul style="list-style-type: none"> Provide systems of support that ensure successful grade-level transitions based on students' academic, behavioral, and social-emotional learning needs 	3.5 <ul style="list-style-type: none"> Grade-level transitions are planned and communicated within/between schools 	3.5 <ul style="list-style-type: none"> Transition plans are outlined and scheduled for each grade level/grade span as applicable

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#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	4.1 <ul style="list-style-type: none"> Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students 	4.1 <ul style="list-style-type: none"> Responsive Classroom techniques including: Morning Meeting, school & classroom rules, behavior supports, and restorative practices, will be implemented school-wide Provide Responsive Classroom resources to faculty Review expectations at the fall staff meeting and throughout the year as applicable Explore SEL resources and lessons within the Into Reading 	4.1 <ul style="list-style-type: none"> Evidence-based practices related to teaching and discipline are implemented to decrease behavioral referrals Responsive Classroom training takes place for faculty and staff needing to be trained Morning Meeting is implemented on a daily basis with a focus on SEL practices as outlined in Responsive Classroom curriculum

		program	
	4.2 <ul style="list-style-type: none"> Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large 	4.2 <ul style="list-style-type: none"> Identify staff to work at the district level to determine the unified brand of the district Determine how the branding of the district will transfer to the school level and identify the who, what, when, why and how this will be shared 	4.2 <ul style="list-style-type: none"> A unified school system brand has been established, embodying the spirit of all districts The unified branding is implemented and reflected in school communications and logos
	4.3 <ul style="list-style-type: none"> Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing 	4.3 <ul style="list-style-type: none"> Weekly newsletters (SMORE) are sent out on Sunday afternoons Blackboard messages are created to inform families, faculty, and staff of important school-related events and/or community events The school website and social media pages are kept up-to-date highlighting school, district and/or community events and happenings 	4.3 <ul style="list-style-type: none"> Schools provide consistent and timely communication to community stakeholders and faculty on a consistent basis School website reflects up to date social media posts and current events
	4.4 <ul style="list-style-type: none"> Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all 	4.4 <ul style="list-style-type: none"> Implement Student Councils Create opportunities to utilize student voice within classrooms and school community Identify Project 351 Influencers in grades 4-6 Hold monthly meetings with Project 351 students Hold bi-monthly meetings with student ambassadors School Influencers attend the four training meetings and attend monthly meetings 	4.4 <ul style="list-style-type: none"> Student voice and student leadership are fostered and highlighted throughout the school year Students meet to share ideas and problem-solve with their peers throughout the year School-based initiatives are identified by Project 351 students and school-based Ambassadors

	4.5 <ul style="list-style-type: none"> Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> Provide PD and continue to improve upon behavior reporting system Continue to improve upon behavior data reporting and analysis Engage in PD to further support students with social-emotional and behavioral needs 	4.5 <ul style="list-style-type: none"> Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors
	4.6 <ul style="list-style-type: none"> Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> Schedule Open House and Orientation Days Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 <ul style="list-style-type: none"> Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> Provide faculty and staff training on school safety and cyber security Conduct safety drills throughout the school year in alignment with the safety manual Professional training in Crisis Prevention Intervention (CPI) Invite local police and fire department personnel to visit and walk the schools Continue to improve upon GoGuardian Use Continue training staff of 	5.1 <ul style="list-style-type: none"> Training take place throughout the year on ALICE training Fire drills are conducted with the support of the Sippican Fire Department Updated manual shared with The Leadership Council to be followed in emergencies Staff training in CPI takes place each fall and throughout the year, as needed Go Guardian is implemented and updated Health and safety trainings take place annually and/or as

		Heimlich Maneuver, EpiPen, CPR and First Aid as applicable	appropriate
5.2	<ul style="list-style-type: none"> Establish annual review and audit procedures of all facility systems and related phase replacement plans 	5.2 <ul style="list-style-type: none"> The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	5.2 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
5.3	<ul style="list-style-type: none"> Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	5.3 <ul style="list-style-type: none"> Maintain classroom, student and staff technology equipment Support maintenance and refurbishment of technology Improve upon tech ticket reporting Support the development of replacement plans 	5.3 <ul style="list-style-type: none"> All instructional technology is updated and functional to support student learning The technology maintenance plan is outlined by the technology department Increase staff submission of technology and maintenance requests within the ticketing system Technology maintenance and replacement plan is in place
5.4	<ul style="list-style-type: none"> Establish short and long term capital plans for all school buildings, grounds, and facility operations 	5.4 <ul style="list-style-type: none"> School administration will meet with the district administrative department heads to target areas of need in the building School and district administration will meet with town officials to walk the building and view areas of need Items agreed upon will be added to the town's capital 	5.4 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to central administration Long and short-term capital plans for buildings and grounds are outlined Items added to the Capital Plan will be reviewed with town leadership Town capital planning documents reflect the needs

		improvement plan as applicable	identified by the school
	5.5 <ul style="list-style-type: none"> Continue to be engaged and actively involved in the budget process at the building level 	5.5 <ul style="list-style-type: none"> Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment Participate in discussions to identify and prioritize the budget process 	5.5 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to the budget subcommittee