

VISION 2023

OLD ROCHESTER REGIONAL

#WEareOR

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

THEORY OF ACTION

IF WE ...

provide all students with life and career skills, learning and innovation skills, and technology skills, by integrating these skills into a rigorous and relevant curriculum,

AND

develop and consistently utilize evidence-based approaches and strategies that foster the social and emotional well being of students to promote their success,

AND

create a school district environment that broadens our students' leadership skills, understanding and appreciation of multiculturalism, diversity, and global awareness by building relationships to establish a broader worldwide network,

THEN WE WILL ...

have provided our Tri-Town students with 21st-century academic skills, strengthened their social and emotional competencies and prepared them to be engaged global citizens.

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Strategic Objectives

21st Century Learning

Social and Emotional Learning

Global Citizenship

Strategic Initiatives

Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.

Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).

Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.

Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.

Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.

Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.

Partnerships - Enhance family and community engagement opportunities, communication, and practices.

Safety and Security - Identify and enhance effective and comprehensive safety and security measures.

Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.

Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.

Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.

Strategic Objectives

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Strategic Outcomes

Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.

Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).

Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.

Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.

Relationships - Students are invested in their learning and feel they are valued members of their learning communities.

Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.

Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.

Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.

Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.

Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.

Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.

Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.</p>	<p>Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.</p>	<p>By the 5th year, every student will experience two project or problem based learning experiences in which they showcase their work to an audience beyond their classroom teacher. During these showcases students will have demonstrated: flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.</p>	<p>Provide educators with examples of 21st Century Skills: flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility, and have teachers and administrators incorporate them into their goals during the evaluation process. There is evidence of growing alignment between the documented core subject curriculum with use of life and career skills.</p>	<p>TLC members will message to teachers and staff what 21st Century Teaching and Learning is. In addition, current Panorama data regarding engagement and rigor will be disseminated and analyzed by all.</p>

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).</p>	<p>Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).</p>	<p>Opportunities for the 4Cs are fully integrated into standards-based grade level units that integrate subject areas. Moreover, the two PBL learning showcases also evidence the 4Cs.</p>	<p>Continuation of learning walks are conducted for the purpose of observing an increase in the extent of gathering student opportunities to use: creativity, critical thinking, collaboration and communication & PBL. There is evidence of growing alignment between the documented core subject curriculum with use of the 4C's.</p>	<p>Prioritization of 4C's will take place in all schools through staff development and building based PLC's. Grade level teams will prepare for district learning walks, to identify the 4C's in action and affirm those practices.</p>

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.</p>	<p>Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.</p>	<p>Students will demonstrate the skillful use of media literacy, information literacy and, communication technology literacy in at least 2 developmentally appropriate grade level projects.</p>	<p>Provide educators with advanced and innovative examples of technology Literacies: media literacy, information literacy and communication technology literacy and have teachers and administrators incorporate them into their goals during the evaluation process. Grade level teams meet to integrate these advanced and innovative tech examples into grade-level curricula. There is evidence of growing alignment between the documented core subject curriculum with the use of technology literacies.</p>	<p>Grade level team and leadership examine current opportunities at each level, elementary, middle and secondary to learn media literacy, information literacy and Information tech literacy taking place outside of the library media center. Inspiring educators integrating these experiences are encouraged and incentivized to showcase their lessons at the October PD day and during collegial classroom teacher visits. Brief reports per grade will be produced to communicate the level of integration per bldg.</p>

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.</p>	<p>Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.</p>	<p>All students will experience fully articulated and documented curricula on Rubicon that include 21st Century interdisciplinary Units. Every year, these interdisciplinary Units will incorporate one the following: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Leadership, Health Literacy, Environmental Literacy.</p>	<p>Use UBD trained experts and other district teacher leaders to address the holes and gaps that were identified in year one. Learning environments that are not 21st Century are improved.</p>	<p>Use UBD trained experts and other district teacher leaders to examine the state of curricula which will provide TLC with a report by June 30th, 2019 detailing curricular holes and gaps. Learning environments are examined to maximize 21st Century learning.</p>

Social Emotional Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.</p>	<p>Relationships - Students are invested in their learning and feel they are valued members of their learning communities.</p>	<p>All schools have fully adopted and implemented with fidelity an evidence-based SEL program/approach. Students will be able to identify at least two trusted staff members to promote sense of belonging. Students will report higher levels of engagement and connectedness based on Panorama data.</p>	<p>100% of the PreK-8 teachers will be trained in RC. ORRHS will explore SEL approach/program. Full implementation of evidence-based advisory model at the JHS. Pilot advisory model at the HS.</p>	<p>Ensure implementation and utilization of best practices of RC preK-8th grade. Explore best practices of advisory groups at the secondary level. Teachers and administrators will personally greet each student when they arrive to the school and to their classes. Review Panorama data with staff. Identify SEL current data collection methods. Establish building-based SEL teams.</p>

Social Emotional Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.</p>	<p>Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.</p>	<p>All classrooms and other learning settings will routinely establish clear behavioral expectations on an annual or as needed basis. Consistent and aligned discipline data collection methods are fully implemented. Common handbook language is used across the district. The school district uses an established and consistent discipline philosophy and model utilized in each school. Discipline methods foster CASEL competencies in all students. Teachers, administrators, and staff members model expected student behavior and utilize common language.</p>	<p>Examine and update all the schools' code of conduct/student handbooks. Identify and adopt a district-wide discipline model. All schools implement agreed upon discipline data collection methods and use of common forms.</p>	<p>Explore research-based and evidenced-based discipline practices. Identify and examine current discipline practices at each school. Identify relevant and useful areas for data collection as it relates to measuring the efficacy of school discipline practices. (incidents, suspensions, absences, SEL referrals, etc.). Reintroduce and review the CASEL model and competency areas for all staff members.</p>

Social Emotional Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Partnerships - Enhance family and community engagement opportunities, communication, and practices.</p>	<p>Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.</p>	<p>All teachers will utilize effective family engagement practices. Each school will have implemented and will be utilizing an effective family engagement approach, which includes parental and community involvement.</p>	<p>Identify other research-based effective and successful family engagement practices. Analyze and evaluate current district-wide and building-wide data on family engagement. All schools will offer at least three family engagement opportunities based on data review needs from year one.</p>	<p>Explore and share out current family engagement practices and initiatives in each school. Identify relevant and useful areas for data collection as it relates to measuring the efficacy of family engagement. Analyze and evaluate feedback and next steps for new standards-based report cards K-6. Solicit parents and guardians viewpoints on family engagement needs.</p>

Social Emotional Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Safety and Security - Identify and enhance effective and comprehensive safety and security measures.</p>	<p>Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.</p>	<p>All district buildings will have current and operational crisis plans, which incorporate research-based best practices. All buildings will have enhanced campus communication capabilities. Based on survey data, all stakeholders will report an increased sense of safety in their buildings.</p>	<p>Research best practices for school-wide safety and security. Update current crisis plans in each building incorporating research-based best practices and procedures. Continue to conduct ALICE Trainings/Drills and Fire Drills on a regular basis. Continue to update staff and students on relevant information related to school safety. Explore best practices related to personal safety for staff and students. Continue to evaluate the necessary building infrastructure related to school and building safety. Positive school culture for all stakeholders.</p>	<p>Research best practices for school-wide safety and security. Review current crisis plans in each building. Continue to conduct ALICE Trainings/Drills and Fire Drills on a regular basis. Continue to update staff and students on relevant information related to school safety. Continue to evaluate the necessary building infrastructure related to school and building safety. Positive school culture for all stakeholders.</p>

Global Citizenship

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.</p>	<p>Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.</p>	<p>Atlas Rubicon will have an adopted curriculum with links and resources in each curriculum area that provide learning experiences for global/multicultural learning used by all teachers in the district.</p>	<p>Teachers will embed global themes and problem-based learning that focuses on global issues, with a priority on the core subjects in at least one content area.</p>	<p>Teachers must be globally competent themselves. Teachers will be provided contractual time to analyze current materials and methods to determine the level of support needed to implement global/multicultural learning.</p>
<p>Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.</p>	<p>Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.</p>	<p>All teachers will have increased competence with digital tools that broaden access to world languages and cultures through yearly professional development. These tools will be used with students at minimum 2 times yearly after year one.</p>	<p>Each school will implement at least one new application and/or opportunity for language and/or global study and provide staff with necessary training.</p>	<p>By June of 2019, teachers and administration will inventory current technology applications as they apply to world language and/or global understandings. A list of possible technology and the necessary budget support will be proposed.</p>

Global Citizenship

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
<p>Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.</p>	<p>Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.</p>	<p>A completely updated curriculum for civics and social studies will be written, and documented, on Atlas Rubicon aligned with the State Frameworks. The curriculum will be taught during year five with all the needed curricular resources in place.</p>	<p>The Pre-K-12 vertical team will meet to determine the curriculum goals and standards by grade in alignment with the State. At least three units per elementary grade and the entire curriculum at the secondary level will be entered into Atlas Rubicon.</p>	<p>A Pre-K through 12 vertical team with equal representation from each school, will be assembled by the Assistant Superintendent of Curriculum, Instruction, & Assessment to articulate the District's social studies and civics curriculum</p>
<p>Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.</p>	<p>Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.</p>	<p>All Old Rochester Regional District and Superintendency Union #55 teachers will have participated in Anti-Defamation League training and 3 other trainings that increase knowledge and understanding of cultures including LGBTQ+ so that all students throughout the District feel safe and have a sense of belonging.</p>	<p>Per action plan staff will participate in at least one sensitivity training that will be incorporated with students into SEL instruction in the classroom.</p>	<p>Participants in the 2018 Anti-defamation training will meet to identify and develop an action plan for comprehensive staff education to be used with students.</p>

