

Rome City School District Annual Action Plan

Year One Annual Strategic Priorities

For the 2025-2026 school year, the Rome City School District has identified key priorities from the Strategic Plan to focus on. This targeted approach will streamline efforts and ensure that our students receive the academic and social-emotional support they need to thrive.

<i>Strategic Plan Pillar One</i> Student-Centered Learning and Academic Engagement for Excellence	<i>Priority 1.1</i> Deliver high-quality, standards-based instruction that meets the needs of all students.
<i>Strategic Plan Pillar Two</i> Nurturing Safe and Inclusive Communities for Learning	<i>Priority 2.4</i> Strengthen engagement, attendance, and positive behavior.
<i>Strategic Plan Pillar Three</i> Empowering Success through Access and Support	<i>Priority 3.1</i> Foster professional growth and development.
<i>Strategic Plan Pillar Four</i> Community-Driven Learning and Partnerships for Lifelong Success	<i>Priority 4.1</i> Empower families as partners in learning and leadership.

Annual Action Plan Monitoring

Rome City School District will conduct mid-year and end-of-year reviews of plan implementation with building leaders and staff using a variety of data sources.

Monitoring Timeline	Fall Checkpoint (October): Qualitative scan of early implementation through administrator reflections. Mid-Year Review (January): Analysis of walkthrough trends, attendance rates, professional development feedback, and early outcomes data. Year-End Review (June): Data synthesis, staff/student voice, and reflection to inform Year 2 priorities.
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Pillar 1 - Student-Centered Learning and Academic Engagement for Excellence

Priority 1.1: Deliver high-quality, standards-based instruction that meets the needs of all students.	
Purposeful Actions	- Conduct observations, evaluations, and walkthroughs to provide meaningful feedback. - Ensure consistent curriculum/data reviews within and across buildings. - Provide differentiation aligned to student need while maintaining curriculum fidelity and integrity (horizontal and vertical integration).
Strategies	The district will... - Establish a districtwide walkthrough protocol aligned to CRS-E, student engagement, rigor, and embedded Portrait of a Graduate prompts (e.g., “Where do we see students thinking critically, solving problems, or collaborating?”). - Offer expanded professional learning that includes clerical, custodial, and food service staff in training around environment, belonging, and expectations. Each building will... - Create an instructional calendar for curriculum/data review including support staff roles. - Offer Tier 1, on-demand access to professional support regarding small group instruction, scaffolding, and engagement for diverse learners. - Review one unit per semester for alignment to NYS standards and cultural relevance. - Identify one practice, routine, or space to examine through an equity lens with student/family input (e.g., grading policies, hallway routines, school signage, celebrations). - Develop a student-led showcase titled “Rome RISE” (RISE = Resilience, Inquiry, Skills, Equity) by Spring 2026 where students connect their learning to a Portrait competency. - Ensure that classrooms build time for student-led data reflection and encourage student goal-setting connected to learning standards. - Deliver collaborative professional development for paraprofessionals on Tier 1 supports. - Use common planning/staff meeting time to share interventions for students below benchmark.

Pillar 1 - Student-Centered Learning and Academic Engagement for Excellence

Progress Indicators	• % of teachers receiving actionable, standards-aligned feedback after observations • % of grade-level/content teams engaged in collaborative curriculum/data review monthly • % of walkthroughs showing evidence of differentiation without curriculum erosion • % of staff trained on standards-based planning and culturally responsive differentiation • % of students meeting/exceeding growth targets (STAR, NYS Assessments, Regents) • % of high school students on track to earn 5.5+ essential credits for timely graduation • % of students who report they feel ownership of their learning (survey or through student-led data reflection and goal setting) • % of UPK students meeting growth targets in each of the six developmental domains (Literacy, Math, Language, Cognitive, Physical, Social-Emotional), as measured by district-approved assessment tools and observational data
Targets	• 90% of instructional staff receive at least one feedback cycle tied to observation and/or walkthroughs by January • 100% of schools hold monthly data/curriculum integration meetings with documented actions • ≥75% of classrooms demonstrate standards-aligned instruction with differentiation • % of students earning 5.5+ credits on time increases • Growth Targets ○ STAR Reading (Grades 2-8): +10% ○ STAR Math (Grades 2-8): +10% ○ STAR Early Literacy (Grades K-1): +20% ○ UPK: 90% in Literacy, Math, Language, Cognitive, and Social Emotional domains and 100% in Physical domain • NYS Proficiency Increases (Grades 3-8): ELA: +10% and Math: +10% • Regents Pass Rates ○ Algebra: +15% ○ Geometry: +10% ○ Earth Science: +10% ○ Living Environment: +15% ○ ELA: +15%

Alignment with New York State

Culturally Responsive-Sustaining Education (CRS-E): Inclusive planning, identity-affirming practices, and culturally relevant curriculum

Portrait of a Graduate: Academically Prepared, Creative Innovator, Critical Thinker, Reflective and Future Focused

Pillar 2 - Nurturing Safe and Inclusive Communities for Learning

Priority 2.4: Strengthen engagement, attendance, and positive behavior.

Purposeful Actions	- Communicate attendance thresholds (5, 12, 18 days) to families. - Implement PBIS, restorative practices, and de-escalation strategies. - Implement systemic academic and behavioral supports (MTSS). - Complete MTSS readiness inventory and identify Tier 1 supports for academic and behavior needs to inform 2026–2027 implementation. - Share and reinforce the Code of Conduct in multiple formats. - Continue to implement student transitions (e.g., PreK to K, 3 to 4, 6 to 7, 8 to 9).
Strategies	The district will... - Launch PBIS/RP/TCIS training tiers inclusive of non-instructional staff. Each building will... - Have attendance teams (e.g., dean, clerical staff). - Implement “Everyone Owns Engagement” campaign for daily student connection. - Translate and simplify the Code of Conduct and other expected building behavior and display in all shared spaces. - Partner with facilities and tech teams to co-create signage, displays, and reminders. - Convene a cross-functional MTSS team quarterly to align behavior and academic supports, transition practices, and data system.
Progress Indicators	% of students attending 90%+ of school days % of families receiving attendance notices at 5, 12, and 18 days % of staff trained on PBIS, RP, and therapeutic de-escalation % of school environments visibly reinforcing behavioral expectations - Ratio of positive-to-negative behavioral referrals improves - Completed school-specific MTSS readiness inventory to inform Year 2 implementation plans
Targets	- Chronic absenteeism decreases by 15% 100% of schools implement timely attendance communications at each threshold 100% of school teams - including clerical, bus monitors, custodians, and aides - are trained on student-centered behavior systems - Core expectations displayed and embedded in 100% of schools’ culture and communication

Alignment with New York State

Culturally Responsive-Sustaining Education (CRS-E): Relational trust and safe, supportive, and inclusive learning environments

Portrait of a Graduate: Effective Communicator, Global Citizen, Reflective and Future Focused

Pillar 3 - Empowering Success through Access and Support

Priority 3.1: Foster professional growth and development.	
Purposeful Actions	- Identify professional learning needs via Upbeat survey, walkthroughs, and other staff feedback. - Differentiate professional learning by role and school-specific need. - Embed learning opportunities into regular staff meetings and throughout the school day.
Strategies	The district will... - Create quarterly professional development menus for each building/department by role. - Include trauma-informed, inclusive practice training for food service, custodial, and transportation staff. Each building will... - Facilitate peer-led “10-Minute Spotlight” sessions during meetings. - Provide onboarding and growth coaching for teaching assistants and support staff to improve classroom impact.
Progress Indicators	% of staff reporting professional development as relevant and effective via Upbeat pre- and post-surveys % of professional development sessions tailored to role (instructional, support, operations, administration) % of staff articulating improved practice due to professional development % of professional development delivered during embedded time
Targets	100% of staff attend at least two role-specific professional development sessions ≥90% satisfaction rate on professional development mid-year - Monthly learning-focused staff meetings in all buildings - District-wide “We All Grow” spotlight stories launched quarterly
Alignment with New York State	Culturally Responsive-Sustaining Education (CRS-E): Adaptive mindsets, collaborative growth culture, shared accountability, and professional learning centered in equity, identity, and inclusiveness Portrait of a Graduate: Academically Prepared, Critical Thinker, Reflective and Future Focused

Pillar 4 - Community-Driven Learning and Partnerships for Lifelong Success

Priority 4.1: Empower families as partners in learning and leadership.	
Purposeful Actions	- Engage families regularly with accessible, inclusive communication. - Educate families on curriculum, student expectations, and district work. - Equip families with tools and strategies to support learning at home.
Strategies	The district will... - Launch a districtwide Parent Advisory Council for equity, curriculum, and engagement. - Highlight family partnership successes in newsletters, featuring staff from across departments. Each building will... - Host “Learning in Action” nights featuring interactive, cross-department participation. - Develop family-friendly quarterly guides for ELA, math, attendance, and Regents success. - Train all staff in low-barrier family communication strategies (e.g., calls, greetings, check-ins).
Progress Indicators	% of families reporting greater understanding of academic expectations % of schools hosting academic, SEL, and success-focused family events % of materials translated and shared in preferred communication modes - Staff reporting frequent, two-way family engagement beyond events
Targets	- Each school hosts ≥ 3 learning-focused family events 100% of schools provide home support tools at least once per semester $\geq 90\%$ of school/district communications are accessible and multilingual - All departments engage in at least one outreach initiative to families

Alignment with New York State

Culturally Responsive-Sustaining Education (CRS-E): Family voice, family-school partnerships, community collaboration, co-ownership, and multilingual inclusion

Portrait of a Graduate: Academically Prepared, Creative Innovator, Effective Communicator, Global Citizen

Portrait of a Graduate Alignment

The Rome City School District's Annual Action Plan is intentionally aligned to the six competencies outlined in the New York State Portrait of a Graduate. Each priority area includes strategies and structures that cultivate these essential outcomes, ensuring all learners are prepared for lifelong success.

Portrait of a Graduate	Evidence in Rome Annual Action Plan
Academically Prepared	Standards-aligned instruction, differentiated supports, credit accumulation efforts, vertical and horizontal instructional calendars, curriculum/data reviews, family guides
Creative Innovator	RISE showcase, student-led projects, co-designed family events, Learning in Action nights
Critical Thinker	Inquiry-based instruction, student goal-setting, Portrait of a Graduate aligned walkthroughs, peer-led professional development
Effective Communicator	Inclusive communication training, family engagement strategies, two-way communication structures, multilingual communication, spotlight sessions
Global Citizen	CRS-E aligned walkthroughs, equity lens reviews, restorative practices, trauma-informed training, inclusive practice professional development, parent advisory council, behavioral expectations
Reflective and Future Focused	MTSS readiness inventory, self-assessment practices, feedback surveys, student engagement campaigns, coaching for support staff, student ownership strategies

Culturally Responsive-Sustaining Education (CRS-E) Alignment

The Rome City School District's Annual Action Plan also reflects the principles of Culturally Responsive-Sustaining Education by embedding equity, identity-affirming practices, and inclusive systems across the district.

Priority	Evidence in Rome Annual Action Plan
Priority 1.1	Inclusive planning, identity-affirming practices, and culturally relevant curriculum
Priority 2.4	Relational trust and safe, supportive, and inclusive learning environments
Priority 3.1	Adaptive mindsets, collaborative growth culture, shared accountability, and professional learning centered in equity, identity, and inclusiveness
Priority 4.1	Family voice, family-school partnerships, community collaboration, co-ownership, and multilingual inclusion