

Rome City School District

Rome is Home

Shaping Tomorrow...

One Student at a Time

2025-2029



ROME
CITY SCHOOL DISTRICT

Superintendent's Message

Dear Rome City School District community,

I am excited to share with you our strategic plan: **Shaping Tomorrow...One Student at a Time: Our Roadmap to Success**. This plan embodies a shared vision for the future of the Rome City School District—crafted with the insight, voices, and partnership of our entire community.



Over the past several months, Rome has truly come together. More than 600 community members participated in our strategic planning survey. Students, families, educators, community partners, and Board members engaged in focus groups, steering committee meetings, and our Community Design Day.

Thanks to your time, collaboration, passionate and active engagement, honesty, and unwavering commitment to our schools, **we are proud to present a strategic plan that genuinely reflects who we are, what we believe in, and where we are determined to go.**

At the heart of this plan are a refined mission, a newly crafted vision, and a set of core values thoughtfully developed by our students. These guiding statements affirm our belief that **every learner in Rome deserves a school system that recognizes their unique potential, supports their pursuit of academic excellence, and opens doors to opportunity.**

Our mission comes alive through four district pillars that will guide our work over the next four years:

- Student-Centered Learning and Academic Engagement for Excellence
- Nurturing Safe and Inclusive Communities for Learning
- Empowering Success Through Access and Support
- Community-Driven Learning and Partnerships for Lifelong Success

Each pillar is supported by clear priorities, ambitious outcomes, and measurable goals that reflect the hopes and needs of our community. Together, these elements create a roadmap to success—defining what we aim to achieve, how we'll get there, and how we'll measure progress along the way.

Whether it's expanding hands-on learning opportunities, fostering school safety and belonging, strengthening family partnerships, or ensuring every student receives the support they need to thrive, this plan lays out a path forward rooted in both aspiration and action.

With your ongoing partnership, I am confident we will provide an education that opens doors for every student and supports them at every step toward reaching their full potential. The journey ahead is an exciting one, and I warmly invite you to join us as we work toward our shared goals.

Thank you for your continued dedication and collaboration. I look forward to all we will accomplish together.

Warmly,

Nerlande Anselme
Superintendent of Schools
Rome City School District



Community & Stakeholder Engagement

The Rome City School District's **"Shaping Tomorrow...One Student at a Time: Our Roadmap to Success"** is a reflection of our community's vision and commitment to educational excellence. This plan was developed using the feedback and input of hundreds of Rome students, parents, families, staff, and community members. We deeply appreciate all of their input and contributions to the building of this plan.

Strategic Planning Survey



The entire Rome community was invited to share their thoughts via a Strategic Planning Survey in February 2025. Over 600 community members responded and provided critical input on priorities and areas for improvement in our schools.

Student Steering Committee



More than a dozen students from Grades 2 to 12 serve as members of the Superintendent's Student Leadership Council. As part of their work, they helped to refine the district's mission, develop vision and values statements, and brainstorm pillars and outcomes for the strategic plan.

Strategic Plan Steering Committee



A diverse group of Rome community members, including parents, staff, community members, and partners, participated in several workshops to review district data, discuss survey and focus group feedback, and brainstorm pillars and outcomes for the strategic plan.

Stakeholder Focus Groups



Seven focus groups—high school students, middle school students, families, community members, teachers, administrators, and the Board of Education—shared celebrations and areas for growth in teaching and learning, school climate and culture, and leadership and support.

Community Design Day



Rome community members came together on May 17, 2025 and collaborated to design priorities, outcomes, and targets for the strategic plan. These components define the most critical work and set a clear vision of what success and effectiveness will look like over the next four years.



Mission, Vision and Values

Mission

We are a supportive, diverse, and innovative educational community that believes through both words and actions that all students can learn and succeed. By cultivating a safe, respectful, and inclusive environment, we provide the support every student needs to take ownership of their learning, achieve their goals, and become lifelong learners and engaged citizens in an ever-changing global society.

Vision

Rome City School District strives to:

- Create an inclusive, trusting community where every student feels safe, supported, and able to thrive.
- Cultivate a variety of academic and extracurricular opportunities that ignite curiosity, fuel growth, and expand possibilities.
- Deliver a dynamic, exceptional education that meets students where they are, drives academic achievement, and prepares them for success.
- Empower students to lead with confidence and leave a lasting, positive impact on their community and beyond.
- Engage students in real-world, relevant learning that builds confidence, fosters pride, and inspires a lifelong love of learning.
- Develop strong, caring, and respectful relationships between students and educators that support growth and belonging.
- Value each student for their whole self, recognizing their strengths, talents, and unique contributions to our community.

Values

- **Accountability:** We take responsibility for our actions, maintain consistent expectations, and uphold honesty and transparency in all we do.
- **Connection:** We believe in the power of relationships and ensure every student is connected with trusted adults who support, mentor, and inspire their growth.
- **Community:** We cultivate a safe, welcoming, and inclusive environment where strong relationships and mutual respect help every student feel valued, connected, and free to express themselves.
- **Empathy:** We foster a culture of compassion and understanding, where every student and staff member is treated with dignity, respect, and care.
- **Equity:** We set high expectations for students and staff and ensure equitable access to high-quality resources and opportunities so every student can achieve their full potential.
- **Relevance:** We deliver engaging, interactive learning experiences that are relevant to students' lives, ignite curiosity, and help students believe in their own potential.
- **Trust:** We build trust within our school community by promoting fairness and balancing accountability and support.



District Pillars

THE FOUR PILLARS emerged through a collaborative process with the entire Rome community—students, staff, families, and local stakeholders. Together, they represent the district’s most critical priorities and long-term commitments, and will serve as the foundation for the district’s work over the next four years.

1

Pillar One: Student-Centered Learning and Academic Engagement for Excellence

The Rome City School District is committed to delivering engaging, high-quality, and rigorous instruction that ignites curiosity, fosters exploration, and develops the skills necessary for success in college, careers, and the world of work.

2

Pillar Two: Nurturing Safe and Inclusive Communities for Learning

The Rome City School District is committed to cultivating a safe, respectful, and inclusive environment by prioritizing mental health supports, social-emotional learning, and clear, consistently applied expectations that ensure students feel valued, supported, and ready to learn.

3

Pillar Three: Empower Success Through Access and Support

The Rome City School District is committed to ensuring that every student, employee, and school has the people, time, and resources needed to thrive. This includes advancing equitable outcomes through the recruitment, development, and support of a talented, diverse workforce, as well as allocating staffing, funding, and facilities based on identified needs.

4

Pillar Four: Community-Driven Learning and Partnerships for Lifelong Success

The Rome City School District is committed to building strong, meaningful partnerships with families, community leaders, local businesses, and organizations to support student success—both now and in the future. Through these collaborations, we foster active community engagement and provide extended, real-world learning experiences that build confidence, deepen skills, and bring our Portrait of a Graduate to life.



Pillar One



Student-Centered Learning and Academic Engagement for Excellence

Student-Centered Learning and Academic Engagement for Excellence

1.1

Deliver high-quality, standards-based instruction that meets the needs of all students.

OUTCOMES

1.1a. As the district curriculum is continuously reviewed and updated to align with Next Generation standards, every school will implement the standards-aligned, evidence-based curriculum fully and consistently across classrooms.

1.1b. All classrooms demonstrate teaching practices that respect and reflect students' backgrounds, cultures, experiences, and developmental needs, as seen through observations and planning reviews.

1.1c. Curriculum and instruction are adapted and differentiated using visuals and other strategies to meet the diverse needs and learning styles of all students.

1.1d. Instruction is designed and facilitated to reflect students' strengths and interests and includes regular and ongoing opportunities for student inquiry and exploration.

1.2

Expand equitable access to advanced and enriching learning opportunities.

OUTCOMES

1.2a. Increase enrollment in AP, dual-enrollment, CTE, and STEM courses to better reflect the diversity of our student population.

1.2b. Every student engages in interdisciplinary, project-based, and hands-on learning each year that connects academic learning to real-world challenges and interests, supported by shared expectations and ongoing professional learning for staff.

1.2c. Enrichment and acceleration opportunities are available and expanded for all student groups.

1.3

Amplify student voice and deepen ownership of learning.

OUTCOMES

1.3a. At least twice a year, all students set goals and reflect on their academic and personal growth to build self-awareness and agency.

1.3b. Each school implements annual student-led conferences and programs that highlight academic progress, goals, and achievement.

1.3c. Each school regularly gathers and uses student feedback to enhance instruction and the overall classroom learning experience.

1.3d. Students are provided with multiple platforms to express ideas, preferences, and needs, including classroom inquiry projects and leadership roles in school improvement efforts.



Pillar One - Priorities and Outcomes

1.4

Close opportunity gaps and increase achievement for focal groups.

OUTCOMES

1.4a. Tiered academic supports are consistently applied and regularly monitored.

1.4b. Differentiated instruction and inclusive practices are visible and identifiable in every classroom.

1.4c. Student progress is monitored with close attention to focal group achievement, using early warning systems, social-emotional data, and academic data to ensure timely and responsive interventions.

1.5

Balance technology with hands-on learning.

OUTCOMES

1.5a. Technology is leveraged to support personalized learning while preserving the essential value of face-to-face instruction, discussion, and experimentation.

1.5b. Every student engages in regular hands-on, real-world learning activities that include exploration, problem-solving, and creation.

1.5c. Family and student feedback is used to assess satisfaction and refine digital and hands-on learning formats.

1.5d. Schools partner with local organizations and families to enhance experiential learning through field trips, community service, and applied projects.



Pillar Two

2



Nurturing Safe and Inclusive Communities for Learning

Pillar Two - Priorities and Outcomes

Nurturing Safe and Inclusive Communities for Learning

2.1

Ensure universal supports for student well-being and mental health.

OUTCOMES

2.1a. Mental health professionals and wraparound supports are allocated across all schools based on student needs.

2.1b. Social-emotional learning and responsive student management practices are embedded in all classrooms, supported by trained staff.

2.1c. Schools collaborate with community agencies to address students' basic needs and expand counseling services.

2.1d. Each school provides confidential resources to connect students with support before they reach a crisis point.

2.1e. Universal mental health screenings are implemented and monitored for follow-up care, with communication strategies to reduce stigma.

2.2

Cultivate a culture of belonging, inclusion, and respect in all schools.

OUTCOMES

2.2a. All staff will be trained in trauma-informed care, restorative practices, culturally responsive strategies, and the importance of fostering emotional safety, mutual respect, and belonging.

2.2b. Disciplinary actions will align with the code of conduct and be regularly monitored and adjusted to reduce disproportionality for all student groups, especially those historically underserved.

2.3

Provide targeted student interventions through a tiered support system.

OUTCOMES

2.3a. All schools will integrate social-emotional and behavioral supports alongside academic interventions.

2.3b. Every school will have a dedicated student support team that meets regularly to identify underlying causes of disengagement and crisis behavior, ensuring support plans are individualized and preventative.

2.3c. Intervention resources will be allocated based on building- and student-level needs, using data.



Pillar Two - Priorities and Outcomes

2.4

Strengthen engagement, attendance, and positive behavior.

OUTCOMES

2.4a. Each school will implement the district’s attendance guidelines and develop a proactive attendance intervention plan specifically targeting chronically absent students.

2.4b. Student management practices, including PBIS (Positive Behavioral Intervention and Supports) and Restorative Practices (RP) will be co-developed with student and staff input and used proactively across classrooms and common spaces to increase positive behavior support as well as instructional face-time within their classes.

2.4c. Behavioral expectations and the district-wide code of conduct are co-owned, clearly communicated, and reinforced across all settings.

2.5

Support successful transitions across schools and grade bands.

OUTCOMES

2.5a. Structured orientation and peer mentorship programs will be implemented at various grade levels, starting with grade 4, at the entry points of middle school, high school, and grade 12.

2.5b. Families will receive consistent, transition-focused communication and support.

2.5c. Students report increased readiness and comfort during transitions, tracked through feedback and climate surveys.



Pillar Three



Empowering Success Through Access and Support

Pillar Three - Priorities and Outcomes

Empowering Success Through Access and Support

3.1

Foster professional growth and development.

OUTCOMES

3.1a. All employees (instructional and operational) will engage in tailored, role-specific professional learning aligned to their growth goals and impact.

3.1b. Professional development for educators will be differentiated based on student outcomes, staff feedback, and observed needs, and also address relevant, real-world content including social-emotional learning, trauma-informed care, and culturally responsive instruction.

3.1c. Staff feedback will be regularly gathered and used in an effort to measure and improve employee confidence, improve their impact in their respective roles, and increase satisfaction with their personal development.

3.2

Increase collaborative staff development practices.

OUTCOMES

3.2a. All schools will implement effective professional learning communities (PLCs) that are grounded in student data and best practices, with embedded time and flexibility based on school needs.

3.2b. Peer observation and coaching cycles will be actively implemented in every school.

3.2c. Classroom educators will collaborate to co-develop and share instructional strategies districtwide.

3.3

Expand career and leadership pathways for all staff.

OUTCOMES

3.3a. Classroom educator roles and administrative pathways will be formalized and made accessible.

3.3b. All staff (instructional and operational) will access clearly defined leadership pathways, including mentorship roles, instructional leads, and department facilitators.

3.3c. Staff retention will steadily increase, with focused efforts to support and retain early-career educators and new employees.



Pillar Three - Priorities and Outcomes

3.4

Strengthen recruitment to build and retain a high-quality, diverse workforce.

OUTCOMES

3.4a. Strategic recruitment pipelines will be developed in partnership with colleges, universities, and professional organizations and designed to attract a racially, culturally, and linguistically diverse workforce.

3.4b. Hard-to-fill positions—particularly in areas such as special education, technology, and related services – will be fully and appropriately staffed.

3.4c. Hiring incentives and strategies will be established and clearly communicated.

3.4d. District branding, public relations, and community messaging will highlight Rome as a great place to work.

3.5

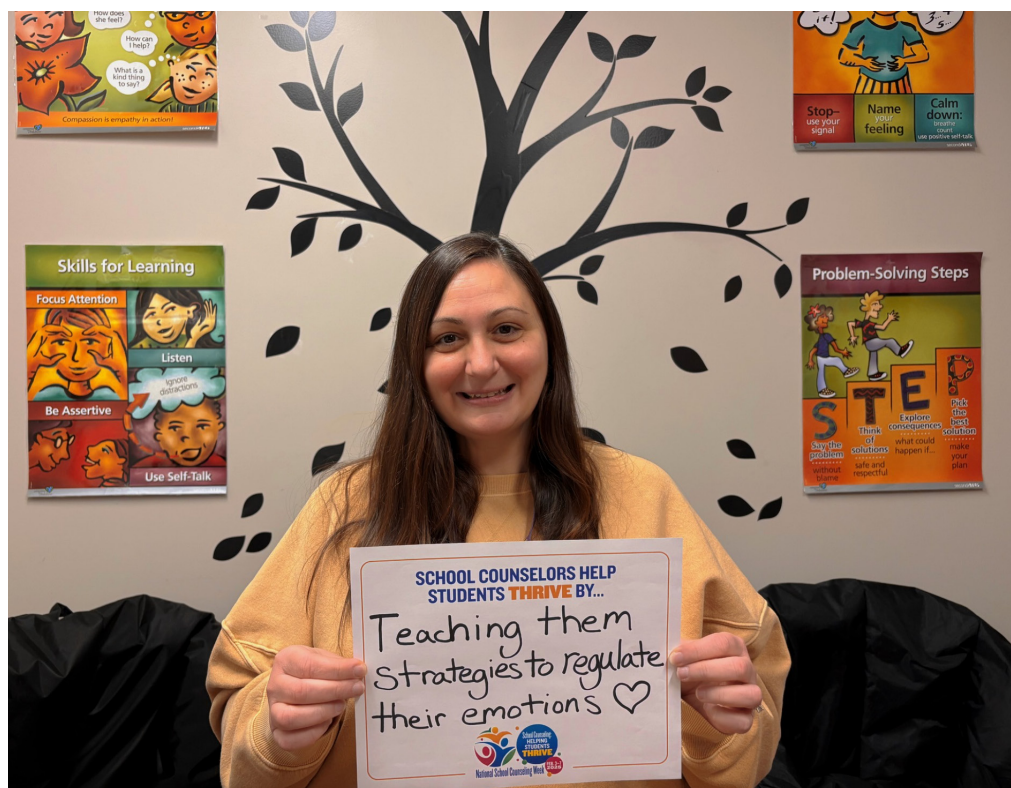
Ensure equitable allocation of resources and facilities.

OUTCOMES

3.5a. Staffing, materials, and facilities will be allocated based on building needs, with transparency and accountability measures in place.

3.5b. Capital improvements and facility decisions will prioritize equitable access to high-quality learning, teaching, and working environments.

3.5c. Budget development processes will be transparent and inclusive, incorporating input from appropriate stakeholders including families and staff.



Pillar Four

4



Community-Driven Learning Partnerships for Lifelong Success

Pillar Four - Priorities and Outcomes

Community-Driven Learning Partnerships for Lifelong Success

4.1

Empower families as partners in learning and leadership.

OUTCOMES

4.1a. Families will receive regular communication in their preferred mode and format.

4.1b. Every school will host regular, flexible family engagement opportunities—including virtual and in-person formats—that align with student learning and provide actionable guidance on supporting learning at home and navigating school systems.

4.1c. Parent-teacher partnerships will be strengthened through regular events and outreach.

4.1d. Educational workshops, toolkits, and simple actionable strategies will be provided to equip families with the tools and strategies to support their children’s growth in reading, math, and college and career planning.

4.1e. Parent leadership programs and advisory councils, such as budget and district advisory councils, will be established districtwide, include representation from all school levels and will help co-design communication strategies and resource access.

4.2

Expand career exploration and enrichment opportunities for students.

OUTCOMES

4.2a. Increase student participation and engagement in internships, job shadowing, service learning, and career exploration opportunities, both within school and the broader community.

4.2b. Local organizations co-design and support enrichment programming in every school.

4.2c. Partnerships with local businesses, organizations, unions, and colleges will support student learning and provide valuable exposure to the world of work.

4.3

Leverage cross-sector partnerships to support the whole child.

OUTCOMES

4.3a. As a Connected Community District, partnerships will ensure students and families have streamlined access to whole child and family support.

4.3b. Every school will have at least one business, nonprofit, or higher education partner engaged in supporting students’ social-emotional, career, or academic development.

4.3c. Partnerships will be regularly evaluated and refined based on their impact, outcomes, and the extent to which they meet the needs of students and families.

4.3d. Career pathway partnerships will include mechanisms for identifying industry skill gaps and adjusting school offerings to align with regional economic needs.



Pillar Four - Priorities and Outcomes

4.4

Build community engagement and trust.

OUTCOMES

4.4a. The district will regularly share progress on strategic priorities and student success stories through social media, public relations campaigns, community newsletters, and forums in partnership with local media and businesses.

4.4b. Reported satisfaction, trust, transparency, and accountability will increase among stakeholders in response to consistent, responsive, and inclusive district leadership.

4.4c. Stakeholder feedback loops (surveys, advisory panels, forums) will be used to measure the quality and clarity of communications and to guide improvement.



District Goals

Student-Centered Learning and Academic Engagement for Excellence

- I Increase proficiency in ELA, Math, Science, and Social Studies at every grade level, as measured by New York State assessments.
- II Increase the district-wide graduation rate, with attention to focal group performance.
- III Increase the percentage of students meeting or exceeding growth targets on district benchmark assessments, with special focus on students performing below grade level.
- IV Improve student success through Tier 1 instruction, as demonstrated by goal attainment and reduced need for Tier 2 and Tier 3 support.
- V Increase the number of students participating in at least one interdisciplinary, project-based, or real-world learning experience each year, documented through curriculum maps or student exhibitions.



Nurturing Safe and Inclusive Communities for Learning

- I Increase the average student attendance rate across all schools.
- II Decrease chronic absenteeism and dropout rates, with targeted supports for high-risk students.
- III Reduce student suspension rates and total days lost to suspension, with a focus on eliminating disproportionality by focal group.
- IV Increase the number of students reporting feeling safe, supported, and respected in school, based on student survey data.



Empowering Success through Access and Support

- I Measure and improve staff satisfaction and retention, with specific focus on supporting early-career educators and reducing turnover.
- II Increase the number of staff participating in professional learning annually that is aligned to their role and growth goals, and rated as relevant and high quality by staff.
- III Expand participation in professional learning communities (PLCs), peer observation, coaching and collaborative instructional planning, and measure implementation quality across all schools.
- IV Establish and maintain more recruitment partnerships with colleges, universities, or organizations and ensure that instructional roles, especially in hard-to-staff areas, are filled by the first day of school.
- V Conduct an annual equity-based review of school staffing, funding, and facilities, with public reporting and stakeholder input used to guide improvements.



Community-Driven Learning and Partnerships for Lifelong Success

- I Expand student participation in internships, job shadowing, and service learning, starting in middle school.
- II Increase access to college fairs, career exploration events, and industry-led enrichment programming in every school.
- III Annually measure and improve family satisfaction with school and district communication, ensuring all materials are timely, translated, and accessible across preferred platforms.
- IV Grow parent and community participation in school and district advisory councils, family learning events, and leadership opportunities.
- V Measure and increase satisfaction and trust among families and community members, through annual surveys and public forums.



Community Design Day - Hopes & Headlines

During our Community Design Day, we asked participants to imagine the Rome City School District four years from now. We invited them to share their hopes for the district and the headlines they would like to see if this strategic plan is successfully implemented. Their responses reflect a shared vision of progress and possibility. These headlines serve as a powerful expression of our collective aspirations—and a way to measure the impact of our work together.

Our Hopes For The Future

- All Rome students reading on grade level by 3rd grade
- 100% graduation rate
- Success for all—it may look different
- Consistent equal opportunities for all students
- Living mission, vision, and values
- Community collaboration initiates district-wide academic success
- Increase engagement for all students to foster a sense of belonging and excitement for their futures
- Rome will be a beacon and a place where people want to stay and/or move to
- Higher standards of success in all domains of success
- Become the best educational system in the region
- Learning will be fun!
- New collaborations and partnerships
- Students want to go to school!

Future Headlines We Want to Read

- "Rome CSD recognized as a Blue Ribbon School District for having 100% graduation rate."
- "Rome CSD did it! They are leading the state with improvement across the board!"
- "Students are empowered to chase their dreams!"
- "Rome City Schools set the standard for academic excellence in NYS."
- "Enrollment surges at all RCSD schools—they are the schools to be in for success."
- "Rome closes family-income based learning and outcome gaps."
- "Rome community is the best!"
- "Rome is home—more than that, it's changing lives"

