

5 Year Strategic Plan

Review with School Board Committees

Mission:

The Rochester New Hampshire School District provides a personalized education for all students Pre-school to Grade 12. Students will be prepared as educated, responsible, and contributing citizens, who can read, write, communicate, and calculate with clarity and accuracy using current technologies and resources.

Vision Statement:

The Rochester School Department is personalizing learning because everyone deserves to be engaged and passionate about their Personalized Learning journey to ensure success.

The District is planning for and implementing the following broad goals and action steps, but all processes will be continually reviewed and adjusted based on information and data.

1. Objectives (Learning)

- Each student will engage in learning and persevere to achieve individual academic growth targets while demonstrating creativity, innovation, and readiness to succeed at the next level and pursue his or her dreams.
- Each student will develop and maintain a healthy lifestyle that strengthens his or her social, emotional, and physical well-being.
- Each student will demonstrate strength of character, advocate for self, and positively contribute to his or her family, school, and community.

→ Action Steps

We will design and implement a system of learning that honors individual student goals and dreams, while fostering college and career readiness in an environment that supports social, emotional, and physical well-being.

Personalized Learning will be provided in all schools and classrooms. All schools will follow the core four of personalized learning, student reflection and ownership, targeted instruction, data driven decisions and flexible content and tools.

Student Reflection

- Teacher provides students with foundational knowledge on the process of reflection
- Students use a tracker to monitor their own data and use simple means to reflect on their learning
- Teacher meets with students individually to listen and develop relationship with students
- Teacher provides students with some form of choice in assignment

Flexible Content and tools

- Teacher selects 1-2 tools or sources of content to meet student needs and learning objectives for the year.
- Teacher establishes routines for students to engage with content and tools, from library/media lab procedures to individual instructions for accessing online platforms.
- Teacher has adequate access to devices and internet bandwidth to take advantage of online content and tools.

Targeted instruction

- Teacher reviews student data to identify instructional needs of students
- Teacher groups students in homogenous or heterogeneous formats based on skill-level
- Teacher modifies delivery of instruction for each group of students based on student need
- Teacher reviews student data from online sources such as digital tools and apps in addition to offline data

Data Driven decision

- Teacher can identify the most important sources of data for student mastery
- Teacher meets with colleagues to review student data.
- Teacher uses formative assessments to check for student understanding
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Trauma based classrooms

- Provide training to staff, parents and the community about trauma-based classrooms.
- The impact of trauma on the developing brain's ability to learn.
- The prevalence of trauma exposure in our schools and classrooms.
- Trauma-sensitive principles, practices, and procedures to address the impact of trauma on learners and increase their ability to succeed in the school environment.
- Integrate trauma-sensitive practices with the Positive Behavior Interventions and Supports (PBIS) framework at the universal level

The District provides opportunities for students to earn college credit and become career ready during their High School career.

2. Special Education Objectives

The District will pursue the least restrictive environment for all special education students based on their IEP and individual special education plans.

→ Action Steps

The Superintendent will meet quarterly with the Director of Student Services and other staff members as needed to look at all students placed outside of the public schools and consider options for alternative placements.

The Director of Students Services will review placement options on an annual basis students that spend less the 50% of their time in an inclusive classroom environment.

The District will continue to follow the teacher evaluation model that includes: mini-observations for all staff, twice annually evaluations for staff in the first three years in the District, and ongoing review of the SMART goals for all staff. The data from the SMART goals performance will be shared with the Personnel Committee on an annual basis.

3. Facility Objectives

The District will continually review the facilities and develop action steps to update and renew facilities when appropriate.

→ Action Steps

The Building Committee will continue to review plans focused on replacing modular classrooms, smaller schools efficiencies, and possible consolidation of elementary schools.

The Building Committee will review on an annual basis the adopted energy efficient measures and their effectiveness.

4. Financial Objectives

The Finance Committee on an annual basis will review the budget based on the tax cap, revenue from local, State and Federal Sources.

→ Action Steps

Develop a list of concerns and ideas related to budget development, support, and efficiencies.

5. Parent, School and Community Engagement Objective

Provide meaningful feedback and input opportunities toward district goals and objectives to strengthen stakeholder partnerships.

→ Action steps

On an annual basis provide a retreat opportunity for parents, students, and the community to provide feedback on the goals and objectives of the District.

Continue to share information about ongoing programs and student performance via all media sources.

Continue to have each school engage in meaningful parent communication opportunities.