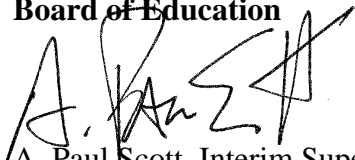


PERU CENTRAL SCHOOL DISTRICT

2011-2012 SCHOOL YEAR

11TH ANNUAL EARLY PROGRESS REPORT ON DISTRICT GOALS

To: **Board of Education**

From: A. Paul Scott, Interim Superintendent of Schools

Goal #1: Continuous improvement and strengthening of student achievement, instructional programs and support services.

- A. **Engaged** 131 of 179 [73%] of incoming high school freshmen on an August 24th high school student orientation program. This transition program was organized by a team of seven teachers, supported by 39 'peer connector' high school upper grades students. Workshops focused on goal setting, team building, extra-curricular activities, questions & responses.
- B. **Received** another High School College For Every Student [CFES] '**School of Distinction**' recognition. Our high school once again met the criteria by focusing on early college awareness, leadership through service and best practices associated with mentoring.
- C. **Registered** sixty-five [65] high school students in our dual-enrollment **College Advancement Program [CAP]** academic partnership with **Clinton Community College**. This partnership features well over a dozen dual-enrollment courses, taught by Peru CSD high school teachers serving as adjunct Clinton Community College faculty. This durable academic partnership affords Peru CSD students a more rigorous academic program, coupled with a **very affordable start of college studies. Kudos to our students**, their parents, our faculty, CAP coordinator, administrators and Clinton Community College for an ongoing and very successful academic partnership.
- D. **Established** 200 minutes per week of high school faculty 'duty period' time for a faculty member to monitor student attendance and coordinate meetings with students, parents and others for students with absenteeism issues.
- E. **Engaged** eight middle school faculty [19%] in summer 2011 annual professional performance review training; and eight middle school faculty [19%] are engaged with the middle school's building level team for shared decision making.
- F. **Engaged all sixteen** classroom teachers assigned to 4th or 5th grade class sections in piloting of 'classroom walkthroughs' as part of gathering evidence of day-to-day professional practice associated with the updated set of New York State teaching standards.
- G. **Fifteen** classroom teachers assigned to grades 3-5 participated in a formal study group pilot.

- H. **Fifty** primary school staff [100% of applicable employees] engaged in the September 6th Primary Staff Workshop, which launched collaborative goal setting this school year by setting team goals and priorities for focus.
- I. **Launched** collaborative engagement with the faculty association and administrative council on ‘Race to the Top’ grant priorities to bolster curriculum, assessments and evaluation of professional practice. Each grade span launched a data-based inquiry team assisted by a RTTT-grant funded facilitator through CVES. A key piece of that work consists of establishing quarterly ‘benchmark assessments’ at each grade level to better assess student achievement and progress across the grade span. Collaborative work is underway among faculty and administrators to determine how Peru CSD might best implement new state mandates for annual professional performance review of teachers and Principals.
- J. **Sustained Primary School faculty and student engagement** with the school district’s revamped early literacy development program delivering [1] intensive early grades literacy development for all students; [2] research-based professional practice focused on promoting early grades literacy; [3] formative benchmark assessments to promote fact-based adjusting of instruction; [4] grade level teacher team student achievement data analysis to promote continuous improvement of professional practice; and [5] priority on instructional time for reading & literacy development viewed as ‘**Job #1**’ in early grades classrooms.

Goal #2: Updating school procedures and practices to reflect increased expectations among stakeholders for accountability and service, in consultation with those who will implement such practices.

- A. **177 6th grade students** [virtually the entire 6th grade cohort] and **155 8th grade students** [virtually the entire 8th grade cohort] engaged in an anti-bullying/diversity workshop with Dr. J.W. Wiley, SUNY Plattsburgh Director of the Center for Diversity, Pluralism & Inclusion. A similar workshop for 7th grade students is slated for January 2012.
- B. **Ten** Intermediate School teachers [19% of that grade span’s teachers] established a goal-based **student intervention team** to provide teachers with strategies and suggestions for students who are struggling with schoolwork.
- C. **Twenty-seven** Primary School faculty members participated in training on DIBELS Next, the revised early literacy program assessment tool. The Primary School’s reading consultant delivered that training September 2011.
- D. **Engaged** the Primary School PBIS Team [eight faculty members representing 18% of the staff] to **revise** grades K-2 protocols for the school-wide behavior program. All primary grades students met with the Principal to discuss school-wide expectations and read the book entitled ‘Have You Filled a Bucket Today?’ as part of the ‘rollout’ of those revised protocols.
- E. **Publicized and disseminated** updated procedures, protocols and team meeting norms to thirty Primary School instructional staff, related to instructional intervention for students.
- F. **Suspended** for the third year in a row the customary ‘**perfect attendance**’ awards & **recognitions**, this school year only, in response to NYSDOH and NYSED guidance recommending examination of such school practices, in light of public health interest, nationwide and regionally.

- G. **Offered** the annual Peru CSD **summer academy** August 2011 which featured a dozen professional development workshops for faculty & staff, with particular focus this past summer on **information technology-related workshops**.
- H. **Reported** that thirty-three [33] **primary school faculty members** [100%] took part in grade level team **student data analysis meetings**, to analyze formative assessment efforts and to address any identified ‘gaps’ in student achievement.
- I. **Established** a 2011-2012 timetable of thirty [30] **accountability and progress reports** associated with instructional programs and support operations. Seven [7] of those reports were completed and examined by the school board as of last month.
- J. **Sustained** into the sixth school year a single-sheet month-to-month set of programs and operations ‘**snapshot reports**’ offering key facts and measures associated with each grade span, department, administrative assignment and support services supervisor function.

Goal #3: Providing quality support services as necessary to meet the district’s mission and to maintain good stewardship of district facilities and grounds.

- A. **Completed the summer 2011 grades K-5 construction phase** of the voter-approved EXCEL capital project. Program spaces associated with the summer 2010 and summer 2011 construction phases are in various stages of completion.
- B. **Sustained temperature set points in program spaces** with energy conservation in mind. Buildings & grounds department will continue to monitor room temperatures and make adjustments to properly balance conservation and comfort, with **68F as the benchmark**.
- C. **Sustained** information technology network **workstations** to go into **hibernate mode** when not in use. Cross-campus protocol is to **turn off printers and video display screens** during recess periods, weekends, overnight and whenever else those devices are not in use. That’s good habit of mind and of work. It’s part of stewardship, too.
- D. **Published and distributed** six [6] Peru CSD **media releases** focused on school district initiatives and actions since September 14th to spotlight initiatives and accomplishments.

Goal #4 Ensuring fiscal responsibility and cost-effectiveness associated with expenditure of funds to support the goals above.

- A. **Approved** a timetable and agenda for development of a proposed spending plan for the 2012-2013 fiscal year, with voter consideration slated for May 2012.
- B. **Completed** an October 2011 meeting of the **audit committee**, to meet with the independent auditor, review and discuss the draft audit report for the 2010-2011 school year, contemporary fiscal accountability policies and guidelines for public school districts, and draft recommendations from the independent auditor.
- C. **Imbedded** two ‘community conversations’ within this school year’s budget development timetable for winter 2012.