

PERU CSD 2010-2011 GOALS BOOKLET

To: **Peru Central School District Employees and Volunteers**

From:  A. Paul Scott, Superintendent of Schools

This booklet provides **ready reference** to our:

- Academic calendar;
- Public reporting calendar;
- District Mission & Multi-Year Goals;
- Public Service Emphasis;
- Priority Areas of Focus for 2010-2011;
- Responding to Fiscal Adversity;
- 2010-2011 District Goals;
- Core Values;
- Multi-year professional development plan;
- Multi-year information technology plan;
- Internal curriculum audit criteria;
- Spring 2010 school report card summary;
- Calendar for continuous improvement.



There is much good work ahead for us, regarding instructional programs, support services and modernization of our school facilities. I look forward to engaging with you in our classrooms, hallways, work areas and gathering spaces.

We are living & working within a dynamic period of time for public education, and within a challenging economic environment for us all. Together, we continue the legacy of Peru CSD: Providing solid public education programs & services to the children of our community.

Thank you!

Dates boxed are dates in which students WILL NOT be in Attendance.

Dates with circles are staff only days.

Dates with shaded boxes are EARLY DISMISSAL days.



2010-2011 PERU CSD ACADEMIC CALENDAR

SEPTEMBER 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Students/Teachers 16 + 2/18

OCTOBER 2010

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Students/Teachers 20/20

NOVEMBER 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Students/Teachers 17 + 1/18

DECEMBER 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Students/Teachers 16/16

JANUARY 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Students/Teachers 20/20

FEBRUARY 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Students/Teachers 15/15

MARCH 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Students/Teachers 23/23

APRIL 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Students/Teachers 13 + 1/14

MAY 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Students/Teachers 21/21

JUNE 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Students/Teachers 18/18

Please Note

- 1 K-12 faculty will report to work on September 7 & 8, 2010.
- 2 Students will report to school on Thursday, September 9, 2010.
- 3 Total Days in Session - 183.
- 4 Should there be a need for additional snow days, the following days will become days in session in the following order of priority: June 27th, June 28th and June 29th.
- 5 Unused snow days will allow for days not in session as follows:
1st May 31st, 2nd May 27th, 3rd April 26th.
- 6 The following days will be "staff only" - Superintendents conference days: September 7th & 8th, November 23rd, and April 14th.

Students: 179 days + 4 supt. days = 183 days

Teachers 183 days

PERU CSD 2010-2011 PUBLIC REPORTING CALENDAR

Month	Report
August	Snapshot report on several options for updating the budget advisory committee structure & timetable.
September	Annual introduction & reception of new probationary appointment district employees. Annual report on Peru CSD core values and strategic performance objectives for years 2007-2012. Annual report on the plan of action for this school year's Peru CSD internal curriculum audits . Update on the construction phase of the voter-approved EXCEL capital project. Annual report on the budget development process and timetable proposed for this school year. Annual start of academic year and related student enrollment reports. Annual reports from Principals on fall semester initiatives to promote & sustain volunteerism .
October	Annual status reports & introductions: peer coaches and 1st year faculty members . Annual K-12 student enrollment report data as submitted to the State Education Department. Annual briefing on the structure & timetable of this school year's budget advisory committee . Annual briefings on grade span, shared decision making and operations goals for this school year. Annual independent auditor report and associated fiscal accountability report. Annual reception to meet this school year's exchange students and meet the high school student council. Briefing from Principal[s] on curriculum or program revisions or piloting to be considered for 2011-12
November	Briefing on early implementation of 2010-2011 cost reductions previously set by the Board. Annual report on early progress associated with the budget advisory committee .
December	Annual report on early progress toward district goals. Annual report from Principals regarding grades 3-8 state tests [w/ curriculum data book]. Annual report on progress toward developing a proposed set of district goals for next school year. Annual curriculum data book for each grade span as per Peru CSD District Policy P-4215. Annual snapshot: AYP/Regents mastery level indicators [included within curriculum data book] Annual report on student achievement beyond state test scores [included within curriculum data book]. Annual board consideration of district goals and budget factors for the next school year. Annual information technology network report.
January	Annual State of the District Mid-Year Report. Annual mid-year report on progress with the Peru CSD internal curriculum audit process. Annual mid-year update on the construction phase of the voter-approved EXCEL capital project.
February	Annual winter exhibition and recognition of student and staff achievement. Annual mid-winter report on the budget advisory committee . Annual mid-year report on progress toward district goals.
March	Launch discussion regarding the academic calendar for the next school year.
April	Annual report on the internal curriculum audit process at Peru CSD Annual snapshot report on progress toward district goals . Adopt an academic calendar for the next school year.
May	Annual public hearing on the budget proposal for the annual vote. Annual accountability report to school board and public on staff use of early release days . Annual public report on aggregate number of volunteer hours among adult school volunteers. Annual summary reports of New York State School Report Card for Peru CSD and its schools.
June	Annual end-of-year recognition of service, effort and success among programs and services. Annual administrator & school-based shared decision making committee year-end reports. Annual library book and bookplate recognition & reception for retiring & recently retired employees .

PERU CENTRAL SCHOOL DISTRICT

MISSION

Our school district is to be a community of learners* involved in and dedicated to the learning process. We believe that every student should be provided with opportunities, and accept responsibility, to grow educationally, socially and emotionally.

Therefore, we expect our staff to: Teach all students a continuously updated curriculum, using a variety of practical, proven research-based methods to actively engage students and meet individual learning styles. Further, we expect our entire school community* to: Provide a positive, safe, caring and child-centered environment where teaching and learning are emphasized and rewarded, and where there is mutual respect. We will hold ourselves accountable for this through continuous assessment of programs, practices and operations.

** Staff, students, parents, other family members, school volunteers, employers, service clubs and others.*

MULTI-YEAR GOALS

1. Continuous improvement and strengthening of student achievement, instructional programs and support services.
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.
3. Providing quality support services as necessary to meet the district's mission and to maintain good stewardship of district facilities and grounds.
4. Ensuring fiscal responsibility and cost-effectiveness associated with expenditure of funds to support the goals above.

PUBLIC SERVICE EMPHASIS FOR 2010-2011

1. Deliver support operations, instructional programs & scheduling of class sections & course sections more efficiently, to help sustain instructional programs to the full extent possible, in the face of diminishing state aid revenues.
2. Celebrate student & staff success a little bit more than we do now.
3. Model the habit of civility through our interactions with Peru CSD colleagues and others we engage with as part of our public service as employees or volunteers.
4. Expect more of our students, in regard to high expectations for quality of academic schoolwork completed during school hours.
5. Expect more of ourselves, in regard to using to best advantage whatever time and resources we can put together among ourselves for professional development and continued improvement of programs & services.
6. Expect more of ourselves, in regard to boosting the percent of lesson time we actively engage students via consistent, thoughtful use of our 'cross-campus toolkit' of practical, proven, research-based instructional strategies.
7. Bolster our efforts to actively engage parents via phone, at home and school.
8. De-clutter our workspaces, our file cabinets and our shelves, as part of de-cluttering our curriculum, our practices and our work lives.

PRIORITY AREAS OF FOCUS FOR 2010-2011

1. Continuing to increase student graduation rates at Peru CSD and increase student achievement on state accountability tests and state Regents exams at each grade span.
2. Striving for even higher numbers and percents of Peru CSD graduates who earn a diploma coupled with one or more college credits, via our strong partnership with Clinton Community College and via AP coursework.
3. Sustaining our early grades literacy development program, constructed years 2006 thru 2009.
4. Bolstering student success during transition years, such as from fifth grade in the Intermediate School to sixth grade in the middle school, and from eighth grade in the middle school to ninth grade in the high school.
5. Promoting fact-based discussion led by Principals at each grade span, focused on the annual Peru CSD curriculum data books summarizing student achievement and conduct associated with state accountability testing, extra-curricular programs, continuous improvement initiatives for that grade span's programs, staff development and staff changes.
6. Sustaining the Peru CSD internal curriculum audit process featuring peer-to-peer gathering, examining and reporting of pertinent findings and recommendations to help teacher teams further strengthen the K-12 pathway of learning and instruction for the students we serve. Examine student use of information technology, K-12.
7. Making thoughtful decisions regarding use of instructional time, given a static schedule and growth in mandates for programs and coursework.
8. Responding as thoughtfully as possible to whatever actions the Governor and Legislature take in regard to freezing or reducing 2010-2011 and 2011-2012 state operating aid to Peru CSD, associated with the state's financial straits.

9. Advancing the Peru CSD legacy of strong instructional program for this community's children, in the midst of a fiscal climate increasingly focused on regionalization and inter-municipality partnerships to promote increased efficiency and to reduce costs.
10. Moving ahead with the multi-year plan for information technology, adopted in year 2009.

RESPONDING TO FISCAL ADVERSITY

At the school board's February 9, 2010 budget workshop #1, the Board commissioned me to craft a preliminary draft budget that reflects a balanced approach to the Governor's proposal and legislative action underway.

One consequence of the Governor's proposed \$1.97M state aid cut to Peru CSD is a high priority on delivering solid instructional programs and support services in more efficient fashion than previously.

The intent of increasing efficiency is to sustain programs and services to students to the maximum extent feasible, while simultaneously reducing the cost of providing those programs and services.

That's the emerging focus for public education - and all other sectors of essential public service – nationally and statewide.

The school board's proposed budget plan takes a **balanced approach** by reducing costs across campus, while continuing to sustain a broad range of instructional programs for our community's children. The proposed budget plan takes a **conservative approach** for budgeting **revenues** and for budgeting **expenditures**.

Thank you



A. Paul Scott, Superintendent of Schools

PERU CENTRAL SCHOOL DISTRICT

2010-2011 DISTRICT GOALS

1. Continuing to strengthen student achievement and instructional programs.

- 1.1. Publicly report on grade span progress with year-to-year gains in student achievement, as part of meeting & exceeding state-mandated annual yearly progress [AYP] indicators for English language arts and mathematics.
- 1.2. Engage each grade span with at least one public presentation at a regular monthly meeting of how analysis of recent student achievement data and recent student work samples at that grade span have driven team-based continuous improvement of curriculum and instruction.
- 1.3. Increase the numbers and percents of students who complete their high school studies and earn a high school diploma.
- 1.4. Continue piloting innovative approaches to providing extra support and encouragement to students identified as particularly 'at risk' with the transition from fifth grade to sixth grade and eighth grade to ninth grade, in regard to successful completion of their studies and their solid progress toward grade level expectations and graduation from high school.

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.

- 2.1. Commission the elementary grades Principals and grade level teacher teams to craft an action plan for updating the K-5 social studies program curriculum and materials, as follow-up to the winter-spring 2010 internal curriculum audit reports on social studies grades 1-4.
- 2.2. Engage the Peru CSD internal curriculum audit process to identify current strengths and suggested priorities for particular attention in the years ahead regarding student use of information technology cross-campus. Engage one curriculum audit team in the elementary grades and one curriculum audit team in the secondary grades to accomplish this.

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

- 3.1. Make substantial progress by October 2010 on campus renovations and modernization within the scope of the EXCEL capital project approved spring 2008 by voters, as part of continued stewardship of the school facilities on the consolidated central campus.

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

- 4.1. Engage with other area Boards of Education and this region's BOCES to promote regional discussion of public education's future in the Champlain Valley region.
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CORE VALUES

Peru CSD advances the mission and student success through:

- A. Visionary district leadership complemented with management by facts.
- B. Worthwhile district goals coupled with high, reasoned expectations.
- C. Clearly stated expectations for achievement and success.
- D. Focus on professional development, lifelong learning and recruitment of top quality employees.
- E. Clearly defined conduct expectations, coupled with consistent, equitable enforcement of those expectations.
- F. An academic 'core' curriculum at each grade level that is written in clear fashion, delivered day-to-day in classrooms and assessed by appropriate means to measure student achievement and progress.
- G. Respect for and tolerance of differences among individuals.
- H. Making recommendations and performing assigned tasks with the needs of students placed first in mind, as part of focusing on good public service.
- I. High levels of accountability for each grade level and department, coupled with public reporting on progress, recognition of success.
- J. Sustaining and strengthening an environment of mutual respect.
- K. Variety in how students may demonstrate achievement and reach success.
- L. Well being, satisfaction, professional practice and development of faculty, staff and volunteers, because success depends increasingly on solid performance of duties and good stewardship by each administrator, supervisor, employee and school volunteer.
- M. Benchmarking programs, practices and finances with the best of other progressive public school districts having similar socio-economic profiles.

PERU CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN FOR 2009-2011

APPROVED APRIL 21, 2009 BY THE BOARD OF EDUCATION

Professional Development Program Priorities

- ❑ Continue school-based initiatives to set and maintain high expectations for achievement, by increasing the number and percents of students who meet or exceed State standards, and the number and percent of students who graduate.
- ❑ Continue school-based initiatives to set and maintain high expectations for campus conduct in each classroom and throughout our schools, to promote a respectful, secure environment for all individuals who work, study and/or volunteer at our schools.
- ❑ Continue to establish continuity from classroom to classroom and from one grade level to the next, in regard to 'key' instructional strategies that promote increased achievement, and in regard to effective classroom management throughout our schoolhouse.
- ❑ Sustain RTI-related initiatives at each grade span associated with federal & state mandates.
- ❑ Sustain use of full-day Superintendent's Conference Days and early-release day schedules and the annual Peru CSD Summer Academy for Professional Development.

Classroom 'Toolkit' Strategies for Productive Use of Instructional Time

- ❑ Maintain our collective efforts focused on promoting, sharing and extending our district-wide "toolkit" of practical, proven instructional strategies that promote quality work and active engagement of our students, day-by-day in our classrooms.
- ❑ Continue promoting 'best practices' at each grade span, with particular focus on active engagement of students at the start, middle and the last minutes of the class period.
- ❑ Continue promoting consistent use of such strategies among grade level and grade span teams of teachers, with emphasis on peer-to-peer initiatives.
- ❑ Expand the range of pre-scheduled workshops offering introductory and follow-up training associated with information technology.
- ❑ Encourage peer-to-peer [*internal team-based peers and/or with peers from nearby school districts*] perusal and discussion of student work samples associated with student performance at particular grade levels, grade spans or departments. Specific intent is networking among peers focused on data analysis of student performance, promoting student success and determining the extent that typical student work is consistent with local and state standards.

Support Peer Leadership and Team Effort

- ❑ Continue extending the district's induction program for all new faculty members to reflect a multi-year approach to induction programming that encompasses classroom leadership, peer leadership, district-sponsored school leadership seminars on frames of leadership, stewardship of public education and knowledge of programs and operations district-wide, including topical issues as part of a Peru Leadership Academy.

- ❑ Continue scheduling periodic gatherings of probationary faculty members.
- ❑ Sustain the Peru CSD internal curriculum audit process
- ❑ Continue the district-wide calendar of alternating sets of regular monthly meetings with the Superintendent of Schools: odd-numbered months being for secondary grades department coordinators; even-numbered months being for K-6 grade level coordinators.

Maintain and Extend a Clear, Coherent K-12 Instructional Pathway

- ❑ Promote and exhibit ‘best practices’ at each grade span, with particular focus in elementary grades on English language arts and mathematics instruction.
- ☞ Sustain team-based efforts professional practice to sustain and further promote increased levels of early literacy success among students and increased access to research-based professional development and peer support among faculty members associated with the school district’s revamped early literacy development program.
- ❑ Continue the ongoing examination, so as to further strengthen our horizontal [*grade level*] consistency and vertical [*grade-to-grade*] instructional pathway of learning and instruction.
- ❑ Extend information technology integration throughout the disciplines, including community-school partnerships, such as close partnerships with the North Country Teacher Resource Center.
- ❑ Promote increased display of aggregate student performance on standards-based schoolwork throughout our consolidated central campus and within the display cases associated with the K-12 community room and gathering space.
- ❑ Commission exhibits of student work throughout our consolidated campus, associated with history of our community, public education in New York State and our seven decades as a centralized public school district, since the 1939 opening of the original Peru Central School facility which is now our Intermediate School.

Align Curriculum with State Standards and ‘Best Practices’

- ❑ Continue and extend our review and renewal of our mathematics curriculum alignment, mathematics grouping strategies, acceleration program screening protocols, academic intervention strategies, textbooks and classroom materials and how we go about mathematics instruction. Intent: Implement the state’s revamped mathematics curriculum and corresponding horizontal [*grade level*] consistency and vertical [*grade-to-grade*] continuity for learning and instruction.
- ❑ Engage administrators and teacher team coordinators in discussion regarding future areas of focus for grade span and/or department level internal curriculum auditing.

2009-2012 PERU CSD GOALS FOR INFORMATION TECHNOLOGY

- A. Engage the architect, NYSED, NERIC and interested Peru CSD instructional and support staff to help the Peru CSD Board of Education and administration put to use as thoughtfully as possible the voter-approved EXCEL capital project monies allocated for information technology network updating and improvement, to bolster network capacity while maximizing available state aid for this important aspect of the EXCEL capital project.
- B. Continue updating and expanding the capacity of cross-campus information technology hardware & software systems to further promote student and staff creation and use of voice, data and video-based communications and innovative student and staff project work.
- C. Engage innovative student and staff use of the information technology network resources as part of increasing to 90% the graduation rate of Peru CSD students.
- D. Make thoughtful decisions regarding use of instructional time for student use of information technology resources, given a static schedule and many mandates for earning a diploma.
- E. Pilot some degree of Web-portal parent access at each grade span to periodically updated student attendance and achievement summary reports at some point by 2011, as an automated, continuously available channel of school-to-parent communications. This would supplement the customary methods of postal mailings, teacher-parent emails, phone-to-phone communications and parent-teacher conferences at Peru CSD.
- F. Engage PTO leaders and representative other parents in constructing a suitable communications plan to provide parents & guardians with necessary training and notices.
- G. Launch by September 2009 an expanded program of professional development for faculty and support staff use of Peru CSD information technology hardware and software systems resources, with the timetable of professional development in-service workshops for the next semester published prior to the end of the current semester.
- H. Engage information technology workshop participants with the Peru CSD style single-sheet participant perceptions survey method of gathering timely feedback for each workshop.
- I. Publicly report annually on such staff professional development and corresponding increased student engagement within the annual Peru CSD grade span curriculum data books summarizing student achievement, professional development and performance results associated with state accountability testing and increased student success for that grade span.

PERU CSD RETURN ON INVESTMENT: IMPROVEMENT OF INFORMATION TECHNOLOGY SINCE 2001

1. Replaced aging workstations with new energy efficient models, thereby bolstering student/staff access to updated hardware and software platforms, while reducing district energy use with each wave of workstation replacements.
2. Upgraded operating systems and anti-virus systems which offer central management controls, thereby increasing reliability while reducing maintenance and labor costs.
3. Deployed power setting software across campus, allowing central management and reporting capability. This allows for configuration of power settings on workstations that increase the energy efficiency of the district's network.
4. Installed printer management software which allows for monitoring and better control of printing across the district. This allows feedback and greater awareness of associated printing costs [paper and toner] for the district, grade spans, departments and teams.
5. Consolidated and re-assigned laser printers to departments and teams rather than purchasing ink-jet printers, to reduce service calls and per-page printing costs.
6. Purchased workstations from a single vendor via State Contract - or even better pricing to reduce labor costs and diagnostic equipment needed for maintenance.
7. Deployed a Web-based student data management system summer/fall 2008 which offers interoperability among school offices, operations departments and data warehousing.
8. Updated the network's hardware and software 'backbone' to increase network security, bolster network reliability & capacity while decreasing cost of maintenance.
9. Deployed an up-to-date Internet Protocol phone system summer/fall 2008, adding features such as portable phone communications across campus, and allowing the addition, subtraction and modification of telephones, extensions and voice mail boxes in-house; rather than via service contract through a third-party vendor.
10. Consistently contracted for BOCES-aided services to reduce cost by leveraging state aid to fund service and support of Peru CSD information technology equipment [such as network switches and routers] and software systems [such as Internet content filtering].

PERU CENTRAL SCHOOL DISTRICT

FORECASTED PRIORITIES FOR SOFTWARE SYSTEMS 2009-2012

The current district standard operating system, Microsoft Windows XP, was first released in October of 2001. Window XP has remained the district standard due to concerns about Windows Vista's January 2007 compatibility with current technology hardware and software systems broadly deployed across campus. Early testing of Vista's successor, Windows 7, has begun. Peru CSD will be further evaluating Windows 7. It's forecasted there will be a transition toward broad deployment of Windows 7 after Service Pack 1 for Windows 7 is released.

Peru CSD forecasts a near-term future transition to an updated version of the Microsoft Office productivity suite – either the current version [Office 2007] or a subsequent version concurrent with release of Service Pack 1 for Windows 7. Moving to an updated release of Office would call for cross-campus in-service for staff and training for students, due to substantial changes in the Office user interface since the Office 2003 edition, currently in use across campus.

During 2009-2010, Peru CSD will also examine prospective alternatives and/or options for deployment of future editions of Office software, such as the software suite available via OpenOffice.org.

In the classroom, a focus on Web based resources will help to reduce software and maintenance costs. Examples of Web based resources include Integrated Learning Environments (ILE) such as Riverdeep and Brain Pop. These ILE provide not only reduced costs but increased learner management. Teachers utilizing these products can monitor individual students and class progress through whatever content area is being used. Peru CSD will likely research, test, pilot and choose ILEs appropriate to expressed priorities and needs as identified, to the extent feasible based on available time and available resources.

PERU CENTRAL SCHOOL DISTRICT

FORECASTED PRIORITIES FOR HARDWARE SYSTEMS 2009-2012

Peru CSD has strived during the past decade to keep pace with the expanding interest among students, faculty, support staff and administrators to integrate information technology systems with instructional programs, individual and team-based projects and key administrative, support and communications functions across campus. Peru CSD intends to continue striving to keep pace, since it's forecasted the nature and scope of requests will continue to expand.

As to priorities for hardware systems infrastructure, Peru CSD priorities include capacity for network connections with at least five workstations and/or other networked devices per classroom, including the necessary switching capability.

Students should be provided with adequate access to file storage. To this end, Peru CSD will engage with the NERIC to research and test Network Attached Storage [NAS] devices. These NAS devices allow for easily scalable storage that can be increased as demand for storage increases across campus.

In addition to providing added storage, such NAS devices could be used to bolster the existing electronic archival strategy. The current server hardware in district is aging and will require replacement. Instead of replacing the servers individually, Peru CSD intends to research and test virtual server capability. Virtual server capability would allow a reduction in the number of physical servers, reducing energy consumption and maintenance in parts and labor.

While updating network infrastructure is important, classroom and program space technology innovation is vital as well. The current interactive whiteboards technology is evolving towards High Definition Interactive Television systems. These high definition televisions have a touch sensitive surface allowing teachers and student to interact with the displayed media. Peru CSD will begin to research these new program space technologies.

PERU CENTRAL SCHOOL DISTRICT

ONGOING EVALUATION OF NETWORK RESOURCES & PLANNING

Peru CSD intends to engage the following practices as part of continuous improvement and annual public reporting to the Board and community:

- A. Annual December staff survey to solicit suggestions for priority information technology network hardware/software purchases, with focus on how the proposed expenditures would advance the mission;
- B. Annual spring season engagement with the Peru CSD staff development committee to help establish and document top priorities for the next school year's information technology-related workshops and trainings;
- C. Annual mid-winter gathering of the information technology ad-hoc task force which was first established winter 2009 to review & update this multi-year plan;
- D. Annual December public report to the Board of Education on the status of and priorities associated with the information technology network;
- E. Annual September cross-campus update to district employees on information technology network priorities during the school year ahead.

PERU CENTRAL SCHOOL DISTRICT

INTERNAL CURRICULUM AUDIT CRITERIA

THE DELIVERED CURRICULUM

1. How does the teacher team monitor consistency of curriculum delivery?
2. What evidence exists of clear congruence among the SED standards & core curriculum, a living curriculum map or guide, the textbook, research-based active engagement strategies and other key instructional resources?
3. What evidence exists of collaboration among teacher team members to help ensure students enrolled receive coordinated curriculum, assessments and preparation for the next grade level and state test?
4. What are the priorities for productive use of time and resources to strengthen delivery of curriculum?

THE WRITTEN CURRICULUM

1. Does each teacher possess the most recent living written curriculum map or guide reflecting the state standards, core curriculum and assessments; and what's the date of the most recent map or guide?
2. What are specific instructional objectives, essential skills and assessments that provide focus?
3. What time line exists for planning the semester, month, unit of study or day-to-day lessons and assessments?
4. How is flexibility offered within the time line while providing a recommended sequence?
5. Where within the map is a written set of instructional materials, strategies or tools for each unit?

THE ASSESSED CURRICULUM

1. How are 'benchmark' tests, projects and day-to-day assignments used to assess student progress?
2. What is measured and emphasized through such tests, projects and assignments?
3. Which key areas are the focus of horizontal consistency as part of data-centered curriculum analysis?
4. Which key areas are the focus of vertical alignment as part of data-centered curriculum analysis?
5. How do teacher teams report annual or longer-term progress toward instructional goals?
6. What are the priorities for time and resources to strengthen assessment practices?

Continued on the next page ➡

CURRICULUM POLICY & PROTOCOLS

1. What are the district policies or administrative protocols that provide for curriculum construction, implementation, revision and assessment?
2. What are the policy expectations for congruence among the day-to-day delivered, written and assessed curricula?
3. What is the policy or process for school board adoption of curriculum maps or guides?
4. How does the district plan for curriculum review and revision to guide continuous improvement initiatives?
5. What policy is in place for textbooks and key resources to be adopted/purchased?
6. What is the evidence of ongoing vertical and horizontal curriculum alignment?
7. What is the district policy for administrative supervision and leadership associated with curriculum construction, implementation, revision and assessment?

ADMINISTRATIVE SUPERVISION & LEADERSHIP

1. What are the district policies or protocols and line of authority for administrative supervision of the delivered, written and assessed curriculum?
2. How do Principals and Directors supervise and advance the delivered, written and assessed curriculum?
3. When do Principals and Directors meet with teacher teams and teacher coordinators regarding curriculum management?
4. When does the Superintendent of Schools meet with administrators and teacher team coordinators regarding curriculum management?
5. What administrative collective bargaining agreement language pertains to curriculum?
6. What are the priorities to strengthen administrative supervision and leadership for curriculum management?

TEACHER TEAM CURRICULUM COORDINATION

1. What collective bargaining agreement language pertains to teacher team coordination and peer leadership for the delivered, written and assessed curriculum?
2. What practices or protocols are in place for teacher teams and peer leaders to implement and continually update horizontal consistency of the delivered, written and assessed curriculum?
3. What practices or protocols are in place for teacher teams and peer leaders to advance vertical alignment of the delivered, written and assessed curriculum?
4. How do teacher teams and peer leaders use achievement data to assess program effectiveness?
5. When do teacher team members and the team coordinator meet to examine and assess curriculum?
6. What are the priorities to strengthen teacher curriculum coordination and peer leadership regarding curriculum?

PERU CENTRAL SCHOOL DISTRICT

2010 NYSED STATE TEST DATA FOR PERU CSD

SNAPSHOT REPORT FROM THE SUPERINTENDENT

APRIL 16, 2010

The New York State Education Department 2010 School District Report Card for Peru CSD is a **thirty-one page** document, plus dozens of **school-specific detail sheets** for elementary and secondary grades. Each of Peru CSD's four schools are in 'good standing' with New York State, based on 2008-2009 school year student achievement as measured by state accountability results. A snapshot summary is offered below.

Intermediate School



Overall Accountability Status:

Good Standing.

Priority for Strengthening:

Increase achievement among students with disabilities, particularly English language arts, since this grade span continues to be in 'safe harbor status': annual yearly progress [AYP] continues to need strengthening, among students with disabilities.

Middle School



Overall Accountability Status:

Good Standing.

Priority for Strengthening:

Increase achievement among students with disabilities, particularly English language arts.

High School



Overall Accountability Status:

Good Standing.

Priorities for Strengthening:

1. Increasing our graduation rate.
2. Increase performance of students identified as economically disadvantaged.

No state tests in Primary School

This snapshot report is intended to provide interested individuals with a summary of the state's Spring 2010 report on student achievement at Peru CSD during the 2008-2009 school year, as measured by state tests published by or contracted through the New York State Education Department.

A. Paul Scott,
Superintendent of Schools

PERU CENTRAL SCHOOL DISTRICT

ANNUAL CALENDAR FOR CONTINUOUS IMPROVEMENT

JUNE

Recognition of service, effort and success for programs and operations.

BLTs examine most recent student achievement and student conduct data summaries, and establish one or two achievement goals and one or two conduct goals for the next school year.

MAY

Annual progress report on progress toward district goals since July.

APRIL OR MAY

Principals and Superintendent of Schools offer summaries of annual New York State school report cards for Peru Central.

JANUARY THRU MARCH

Annual 'State of the District' report provided by the Superintendent to the school board & community.

Align fiscal planning with district goals, by gathering various budget advisory committee recommendations in time for winter season school board discussion of those recommendations.

Established 2001, updated 2003, 2004, 2007, 2008 and 2010

JULY AND AUGUST

Administrators and supervisors link summer efforts and their annual individual goals with district goals for the new school year.

AUGUST AND SEPTEMBER

Annual report highlighting programs, operations, budget and emerging priorities is published and distributed throughout the community via Web site and in print.

SEPTEMBER

Each support staff supervisor works with district office and department staff members to establish one or two operations goals for that department.

OCTOBER AND NOVEMBER

Board and public receive briefings on grade span goals [via Principals] and operations goals [via supervisors] in October, and a briefing on early progress toward district goals in November.

DECEMBER THRU FEBRUARY

Establish a single-page set of district goals for the next school year, as part of the annual budget development process for the next school year.