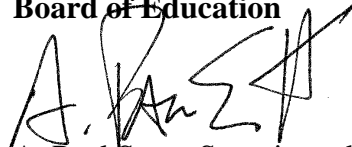


PERU CENTRAL SCHOOL DISTRICT

2009-2010 SCHOOL YEAR

EARLY PROGRESS REPORT ON DISTRICT GOALS

To: **Board of Education**



From: A. Paul Scott, Superintendent of Schools

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

- A. **Engaged** twenty-seven [27] high school students are participating in the ‘College for Every Student’ set of ‘**Principal Leadership Workshops**’. That’s **more than double** last school year’s enrollment of thirteen [13] students in such workshops. Students set goals, focus on ‘**leadership through service**’ projects and learn about gaining access to college.
- B. **Established** the second annual reporting timetable for extra-curricular club **president reports** to the Board at regular monthly meetings. Briefings since July: presidents of the junior class, middle school student council & high school student council.
- C. **Registered** eighteen 12th graders for next semester’s launch of the newest addition to our dual-enrollment curriculum: **English 101**. Our **College Advancement Program [CAP]** academic partnership with **Clinton Community College** includes nineteen 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. **Sustained elementary grades faculty, Principals and student engagement** with the school district’s revamped early literacy development program delivering [1] increased early grades literacy development for all students; [2] research-based professional practice and in-service training 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] a daily schedule placing instructional time for reading and literacy development as ‘**Job #1**’ each day of classes.

- E. **Assigned** forty-seven [47] middle school students [eight percent of grades 6-8 students] to the first annual ‘**Academic Boot Camp**’ which took place at the end of last school year. The camp was for students who failed to meet academic expectations for their grade level. Each participant **completed sufficient academic work** to be promoted to the next grade.
- F. **Enrolled** fourteen [14] high school students in the period ten ‘**Academic Study Hall**’. The intent of this particular after-school study hall is to provide strong support for particular students identified as eligible for and highly likely to benefit from added structure associated with completing day-to-day class work and home work. Of the fourteen students, 43% are passing all their classes. 79% are passing six of their seven classes this semester.
- G. **Noted** that seven eighth grade students [4% of eighth graders] successfully completed the **Summer Science Academy** – thereby completing their work and transitioning to grade nine.
- H. **Engaged** sixty [60] intermediate school students with the **Summer 2009 Academic Intervention Summer Camp**, thereby extending their direct engagement with academic programming beyond the regular ten-month academic calendar.
- I. **Engaged** eighteen intermediate school faculty members with the collaborative Peru CSD internal curriculum audit of the grades three and four social studies programs. A four-member curriculum audit team facilitated by the Superintendent is spearheading that audit.
- J. **Launched and completed** the August 2009 **ninth annual Peru CSD multi-day induction program** for new faculty and staff. This was the second year the induction program featured a ‘**model classrooms**’ component. That component allows new faculty members to experience and see effective strategies among returning Peru CSD faculty members to imbed ‘**instructional toolkit strategies**’ within the classroom’s organization and layout.
- K. **Noted** eleven [11] intermediate school faculty members [24% of that school’s faculty] are members of the newly developed ‘School Based Intervention Team’ associated with the ‘Response to Intervention’ [RTI] initiative. This group assigns ‘Tier III interventions’, tracks student growth and provides instructional strategies to improve student achievement.
- L. **Learned** that eighty-three [83] **second grade students** [56%] already met the benchmark goal for oral reading fluency.
- M. **Received** notice that one hundred and nine [109] **first grade students** [75%] already met the benchmark goal for proficiency in phonemic segmentation fluency measures. Eighty-seven [87] first grade students [60%] met the benchmark goal for proficiency in letter-naming fluency measures.
- N. **Acknowledged** seventy-eight [78] **kindergarten students** [51%] already met the benchmark goal for proficiency in letter-naming fluency measures. Ninety [90] kindergarten students [59%] met the benchmark goal for proficiency in initial-sound fluency measures.
- O. **Congratulated** all involved with the annual Peru CSD academic intervention summer camp, which selected ‘**Blue Goes Green**’ as the theme for summer 2009. Camp studies included research on energy conservation, recycling, and climate change. Students actively engaged with projects focused on conservation, earth-friendly initiatives and ‘green’ projects. Middle school students made planters from recycled cans and plastic containers. Intermediate school students planted a tree in on the front lawn of the Intermediate School.
- P. **Received** an ‘**Eat Well Play Hard**’ mini-grant, in the amount of \$2,200 for purchase of equipment and wares enabling cafeteria services to produce and offer for sale low-fat ‘smoothies’ at after-school events, in school after regular school hours on selected school

days to middle school and high school students. **Special thanks** to faculty member **Jim Testo** and Cafeteria Services Coordinator **Jeannine Kerr**, who spearheaded this initiative and mini-grant application on behalf of students at Peru CSD.

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. **Commissioned** the Superintendent of Schools to form a winter 2010 **ad-hoc task force of parents, teachers, administrators, operations supervisors** to examine the customary practice, scheduling, time of release and staff use of **early dismissal days**, then make recommendations to the Board and Superintendent regarding how such practices might benefit from modification in the school years ahead, with the interests of students foremost, and the interests of employees also a key factor. The Superintendent has set January, February and March for task force engagement. There will be **four** seats for **parents**, **six** seats for **teachers**, **four** seats for high school **student council** representatives, **three** seats for **administrators** and **two** seats for **operations supervisors**. A **schedule** of dates, times and method for filling ad-hoc task force ‘seats’ will be published **mid-December**. Principal **Scott Storms** is designated by the Superintendent to serve as **task force convener**.
- B. **Encouraged student clubs and student teams** consider more frequently providing **yard work, service projects and other community service programs** as a source of raising funds, for instances when it is determined fund raising is essential to move ahead with.
- C. **Suspended** 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 broad outbreak of H1N1 influenza nationwide and regionally. The Superintendent of Schools requested Peru CSD Principals and Directors make this known to parents, teachers and students.
- D. **Used** letters to parents, the district’s **Web site** and the **rapid telephone messaging system** to keep parents informed of key actions associated with **H1N1 influenza** interventions.
- E. **Updated and adopted thirty-five [35] district policies** since the start of July 2009, as part of the school board’s comprehensive updating of the school district’s policy manual.
- F. **Approved** the recommended use of **three district cell phones** [total] for 2009-2010.
- G. **Proposed** a set of **sixteen district goals** to adopt for the **2010-2011 school year**.
- H. **Engaged** the high school Principal and five-member global history & geography teacher team with comprehensively re-establishing how that two-year program is structured, assessed and delivered to students, via a Peru CSD-sponsored summer 2009 curriculum project. Six parallel benchmark assessments have been administered to ninth and tenth grade students so far this school year. Analysis of student achievement is used to adjust instruction and track student progress. The mission is to measurably increase student achievement and success.
- I. **Engaged** a broad cross-section of grades 3-8 teachers of English language arts to collaboratively identify ‘next steps’ associated with deep analysis of student achievement data, provide a strong program of ELA professional development and pinpoint priorities for a

21st Century Peru CSD ‘student writing model’ for grades 3-8 ELA classrooms, and identify the logistics identified by faculty as important to address as part of this initiative.

- J. **Offered** the annual Peru CSD **summer academy** August 2009 which featured eleven professional development workshops for faculty & staff, including a set of six **information technology-related workshops** and an eight-hour **instructional leadership academy**.
- K. **Commissioned Title I Coordinator Cheryl Dodds** to lead a set of professional development workshops focused on **promoting content area literacy** in the secondary grades. One such set of workshops was offered early this semester, a follow-up set is underway at this time.
- L. **Supported** a cadre of twelve teachers from grades five, six and seven collaboratively establishing a **mathematics curriculum pacing calendar** to better synchronize the mathematics curriculum at Peru CSD, to better support student achievement and success with mathematics during the transition years between intermediate school and middle school.
- M. **Enabled** a team of middle school teachers and guidance counselors to revise a Peru CSD **career awareness unit** for grades six & seven, based on the State’s curriculum standards for Career Development & Occupational Studies.
- N. **Noted** that forty-six [46] intermediate school developmental classroom teachers, academic intervention teachers, special education teachers, speech therapists, counselors and teaching assistants [100% of that grade span’s faculty members] are proving multiple ‘Tier II Interventions’ under the intermediate school **‘Response to Intervention’** [RTI] plan.
- O. **Acknowledged** that thirty-five [35] intermediate school faculty members [100%] participated in **grade level data meetings** associated with a Scott Foresman ELA series State Benchmark Exam. Those data meetings help each grade level establish instructional goals that will further enhance the delivery of daily ‘Tier I’ instruction, based on student achievement.
- P. **Reported** that horizontal [class section by class section] **alignment of curriculum** in Algebra, Geometry, and the Trigonometry/Algebra II course is completed. The curriculum reflects the State’s recently revised math syllabus.
- Q. **Commended** the fact that thirty-one [31] 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.
- R. **Noted** that twenty-four [24] primary school developmental classroom teachers [100%] took part in **consistency assurance workshops**, to help ensure validity of and follow-through with primary grades student assessment practices throughout fall 2009 literacy testing.
- S. **Appreciated** that nineteen [19] elementary grades probationary appointment faculty members [100%] took part in the first in a series of workshops for probationary staff members facilitated by the two Elementary Principals.
- T. **Engaged** twenty-six [26] primary school instructional staff [classroom teachers and applicable related service providers] in district-sponsored summer 2009 curriculum work to design **updated curriculum maps and instructional benchmarks** for the McMillan-McGraw Math Connects textbook program. Each of the primary school grade levels launched those updated curriculum maps and instructional benchmarks this semester.
- U. **Established** a 2009-2010 timetable of forty-one [41] **accountability and progress reports** associated with instructional programs and support operations. Fifteen [15] of those reports

were completed and examined by the school board as of last month.

- V. **Sustained** into the fourth 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.
- W. **Offered** special thanks to the three collective bargaining units: **CSEA, Peru Association of Teachers and the Peru Administrative Council**, for sponsoring the '**Neighbors Helping Neighbors**' food drive of September 2, 2009. Peru CSD employees generously brought food items to a set of tables in the lobby of the high school, for collective donation to the Peru Food Pantry.
- X. **Sustained & strengthened** the school district's **professional portfolio binder** approach to having a common method and structure for probationary appointment faculty to document and report to the Principal or Director on individual goals, continuous improvement, service & leadership, communications, technology integration and classroom management. This initiative is a practical example of promoting continuous improvement, thoughtful professional practice and growth among individuals who join the faculty of this progressive school district. A similar annual portfolio binder approach has been in place for all Peru CSD administrators for more than five years.
- Y. **Hosted** over one hundred [100] visiting school board members, faculty members, parents, students, Principals, Superintendents, higher education representatives and workforce development agency representatives, New York State Regent **Dr. James C. Dawson**, an afternoon **University of the State of New York Regional Public Forum** focused on state's proposed **standards for information technology**.

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. **Established** a **bid phase** timetable and **construction phase** timetable for the voter-approved EXCEL capital project. Some program spaces, such as the district office, business office, high school cafeteria, gymnasium and auditorium will be subject to **varying levels of preparatory work** from the holiday recess forward.
- B. **Hosted** a **brief public ceremony** to dedicate commemorative plaques for voter-authorized capital project work completed in recent years, and now used by students and staff day-to-day. That capital project work **enabled Peru Central to provide new and renovated program spaces** for the residents of this rural school district. The Peru CSD staff chorus favored those attending the brief dedication ceremony with vocal selections. Former Board members, BOCES District Superintendent Craig King, Regent Dr. James Dawson, Peru Fire Department officers and various other elected officials joined the Board that night.
- C. **Adjusting 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**.
- D. **Commissioned** information technology network technicians to program **computer 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.

- E. **Published** and **distributed** eleven [11] Peru CSD **media releases** focused on school district initiatives and actions since July 1, 2009, to spotlight initiatives and accomplishments. Such media releases are provided to the region's print and broadcast media outlets.

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

- A. **Requested** State government **stop adding more mandates**, as the first part of the Peru CSD response to State Senator Little's fall 2009 request to submit three achievable mandate relief proposals which the Legislature could pursue this session of the Legislature.
- B. **Provided** the region's chief school officers with five recent Peru CSD **fiscal planning and fiscal accountability-related documents** as part of a briefing on public accountability for budgeting and expenditures, to help launch what is hoped to become an ongoing effort to share practical, proven fiscal responsibility practices throughout this BOCES region.
- C. **Approved** a set of four recommendations from the school board's **finance committee**, intended to help the school district navigate in the months and years ahead what is appearing to be formidable statewide budget development climate, given the state's growing 'gap' between state expenditures and state revenues. State aid is the largest share of Peru CSD annual revenues.
- D. **Moved ahead** with grant applications and federal and state mandatory reporting of how Peru CSD is using 'stimulus monies' associated with the American Recovery and Reinvestment Act of 2009. Some of those 'stimulus monies' are focused on further strengthening of ELA programs and instruction throughout all intermediate school and middle school ELA class sections.
- E. **Approved** the school district's **credit card use plan** and the school district's **cell phone use plan**. That plan calls for **three district cell phones** [total].
- F. **Approved** a timetable and agenda for development of a proposed spending plan for the 2010-2011 fiscal year, with voter consideration slated for May 2010.
- G. **Completed** an October 2009 meeting of the **audit committee**, to meet with the independent auditor, review and discuss the draft audit report for the 2008-2009 school year, contemporary fiscal accountability policies and guidelines for public school districts, and draft recommendations from the independent auditor.
- H. **Expanded** constituent 'seats' on the school board's budget advisory committee, and modified the **budget advisory committee's timetable** to better match recent trends in state budget development and release of key facts and figures by state government and its agencies. Three **public forums** have been imbedded within the modified timetable.