2019 – 2022
Peru Central School District
Strategic Plan

Committee Members:

Bonnie Berry, Board of Education President
Sarah Mitchell, Board of Education Member
Dr. Thomas Palmer, Superintendent

Amy Campbell, Director of Curriculum and Instruction
Michelle Rawson, Primary Principal
Matthew Slattery, Intermediate Principal
Scott Storms, Middle School Principal
Chris Mazzella, High School Principal

Jayne Battin, Teacher
Katie Francia, Teacher
Cindi LaFountain, Teacher
Meghan Matthews, Teacher
Tricia Thurber, Teacher

Remi Beauharnois, Student
Briana Brousseau, Student
Oliver Bullock, Student
Mariana Campos, Student
Rachel Coughlin, Student
Austin Davis, Student
Cadyann Douglas, Student
Katie Finn, Student
Francina Gamble, Student
Kade Manchester, Student
Daniel Nisoff, Student
Gavin Padron, Student
Landon Pandolph, Student
Jonas Petro, Student
Wyatt Premore, Student
Lillian Swyers, Student
Jack Webb, Student

● **Empowering all students** ●

Vision:

Preparing our students for success.

Mission:

Empower all students to be lifelong learners by providing a nurturing environment in which they are inspired to pursue their dreams and contribute to the global community.

Core beliefs:

- Students are our first priority.
- All students can learn and we provide for each student's individual needs.
- High quality learning is rigorous and relevant.
- We embrace innovation and strive for continuous improvement.
- We bring talent, passion, and integrity to our school every day.
- We value inclusivity and hold diversity and respect paramount.
- We build powerful, trusting relationships where teamwork and collaboration are valued.
- We commit to our community's safety and security.

At Peru, we never give up!

● **Empowering all students** ●

Immediate priorities: apply significant focus, resource and attention

- Optimize the district calendar and building schedules to increase time for student learning and staff development.
- Support students' social, emotional and mental health needs by implementation of trauma informed practices, wellness and positivity programming.
- Provide rich pathways to student success by increasing kindergarten readiness, offering career exploration and increasing opportunities to earn college credits.

Core strategies: maintain or improve performance

- Implement our 1:1 initiative and develop a K-12 technology curriculum
- Increase graduation and reduce dropout rates including by cohort tracking.
- Strengthen communication to increase family and community engagement.

Challenges: implement interventions and improve performance

- Reduce chronic absenteeism.
- Research and implement a K-12 English Language Arts program to improve reading performance.
- Partner with our students and families to increase participation in Gr. 3-8 state assessments.
- Improve our Response to Intervention (RTI) plan to increase student performance.
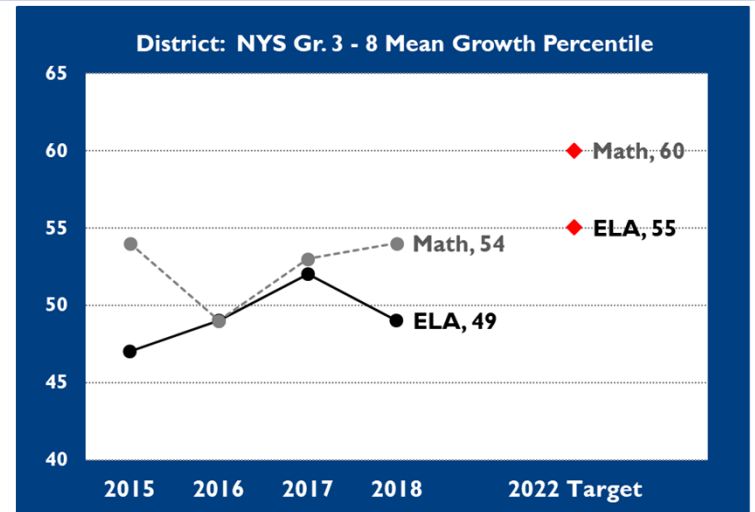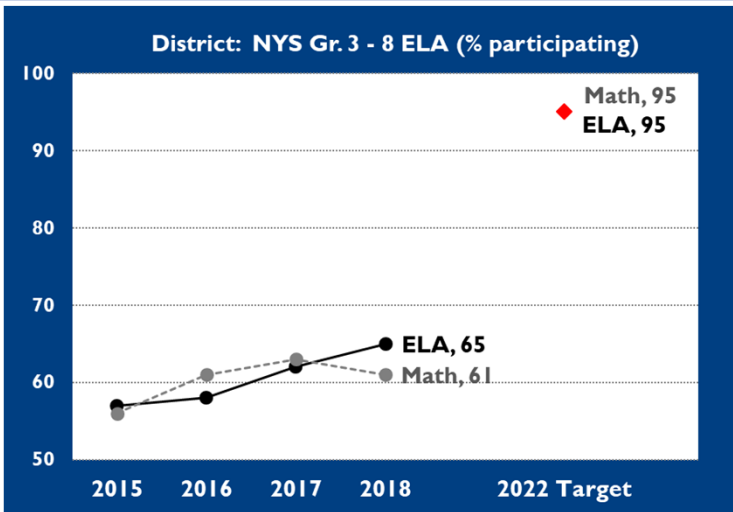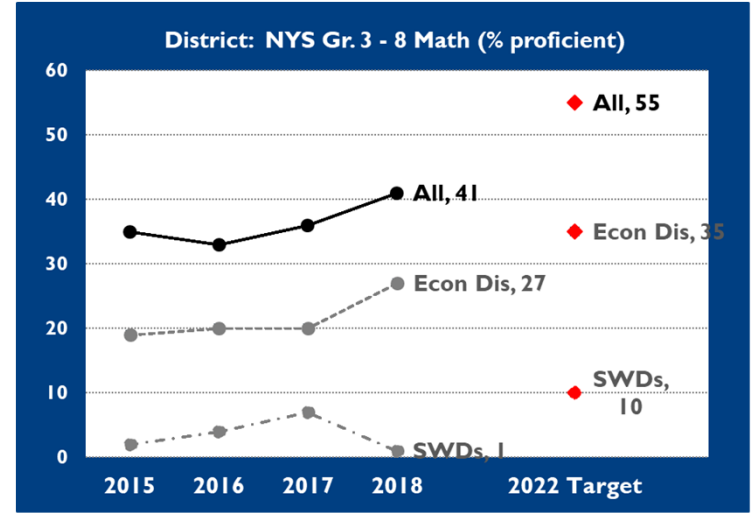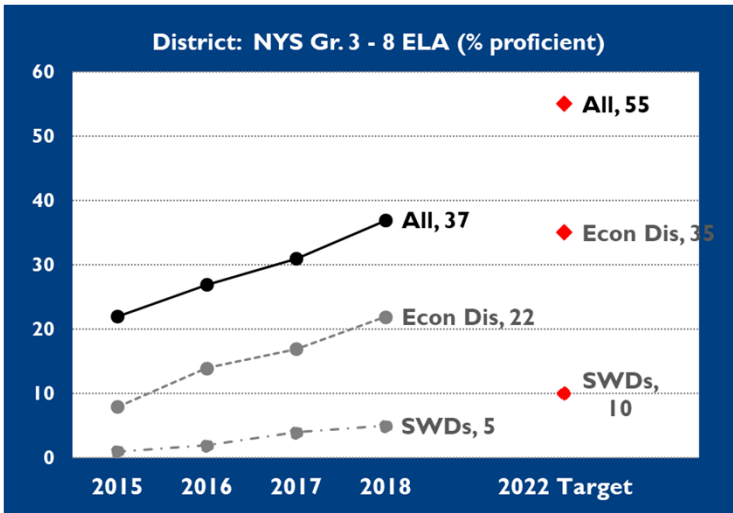
Note: The district's professional development calendar and resources will be allocated to support this plan's priorities and strategies.
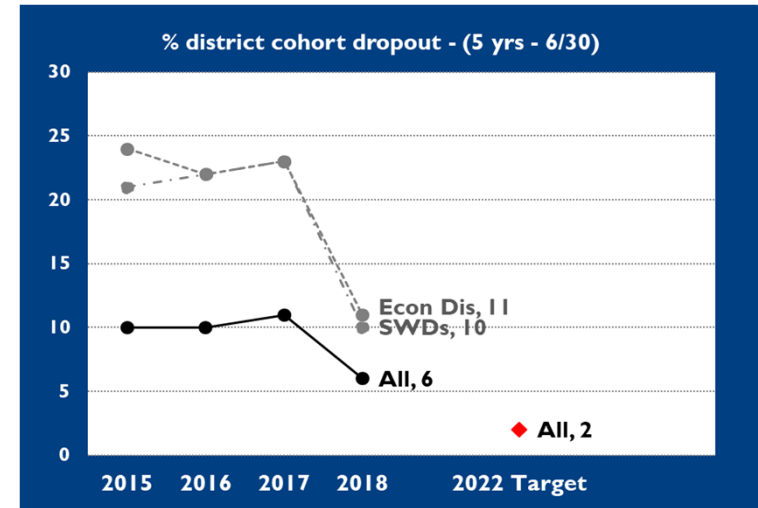
3.7.2019

Peru Central School District
Performance Trends and 2022 Targets
See appendix for definitions and additional information

District: NYS Gr. 3 - 8 ELA (% proficient)

- All, 55
- All, 37
- Econ Dis, 35
- Econ Dis, 22
- SWDs, 10
- SWDs, 5

2015 2016 2017 2018 2022 Target

District: NYS Gr. 3 - 8 Math (% proficient)

- All, 55
- All, 41
- Econ Dis, 35
- Econ Dis, 27
- SWDs, 10
- SWDs, 1

2015 2016 2017 2018 2022 Target

District: NYS Gr. 3 - 8 ELA (% participating)

- Math, 95
- ELA, 95
- ELA, 65
- Math, 61

2015 2016 2017 2018 2022 Target

District: NYS Gr. 3 - 8 Mean Growth Percentile

- Math, 60
- ELA, 55
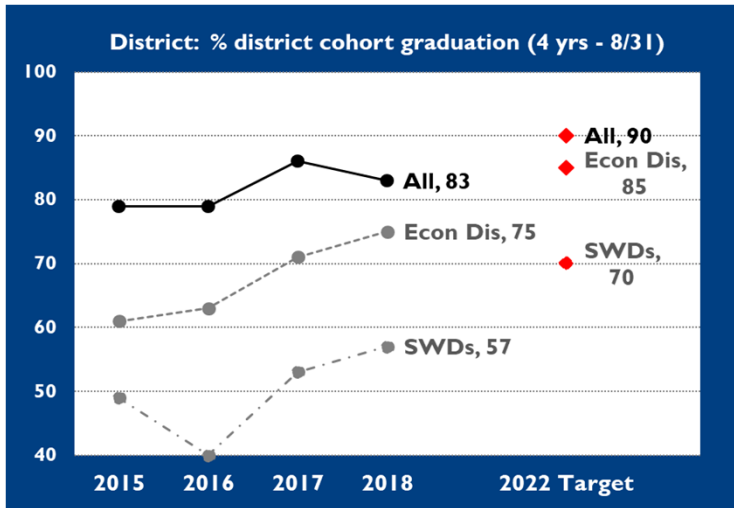- Math, 54
- ELA, 49

2015 2016 2017 2018 2022 Target

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Performance Trends and 2022 Targets
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District: % district cohort graduation (4 yrs - 8/31)

All, 90
Econ Dis, 85
All, 83
Econ Dis, 75
SWDs, 70
SWDs, 57

% district cohort dropout - (5 yrs - 6/30)

Econ Dis, 11
SWDs, 10
All, 6
All, 2

	2015	2016	2017	2018	2022 Target
% high school cohort graduates achieving >= 1 rigorous outcome:	-	-	-	-	**TBD**
% Advanced designation diploma	33	23	32	25	
% CTE endorsement	-	-	-	TBD	
% earning dual enrollment credit	-	-	-	TBD	
% earning a "3" or higher on AP exam	-	-	-	TBD	
% earning industry credential/passing national CTE exam	-	-	-	TBD	
% earning credit in AP course	-	-	-	TBD	
% earning CDOS endorsement	-	-	-	TBD	
% cohort achieving a "3" or higher on the SAC	-	-	-	TBD	
% cohort scoring >= 85 on commencement exams (4 yrs - 6/30)	37	33	45	38	

3.7.2019

Metric definitions

- *Gr. 3 – 8 % proficiency*: (count of students scoring > 3)/(count of students taking the assessment)
- *Gr. 3 – 8 % participating*: (count of students taking the assessment)/(count of continuously enrolled students)
- *Mean growth percentile (MGP)*: The MGP is a measure of student growth year to year for similar students from grades 4 - 8 using a scale from 1 - 99. A score > 50 means the district is exceeding the average growth of similar students across NYS; a score < 50 means the district is lagging the average growth of similar students across NYS. A score of > 60 represents growth well above the state average for similar students and is considered highly effective.
- *% district cohort graduating (4 yrs – 8/31)*: (count of students in the cohort who receive a Regents or local diploma within four years of enrollment by August 31)/(total cohort enrollment)
- *% district cohort dropping out (5 yrs – 6/30)*: (count of students in the cohort who drop out within five years of enrollment by June 30)/(total cohort enrollment)

Additional metrics:

The district strategic planning team will

- Finalize the "% high school cohort achieving > 1 rigorous outcome" metric and then set an improvement target based on 2018-19 baseline data.
- Continue to discuss adding the following measures to this plan: Kindergarten readiness (DIAL 4), Gr. K-8 ELA & math growth or proficiency (based on the NWEA or DIBELS), students' post graduate outcomes, a survey of school district survey, and special education classification rate.

3.7.2019