



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Peru Central School District	Scott Storms

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	Teacher Clarity
2	Effective Learning Strategies for Student Engagement
3	District-wide Training on an Early Warning Intervention and Monitoring System (Panorama)
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Teacher Clarity</p>
<p>Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Teacher clarity refers to how clearly and effectively a teacher communicates learning goals and expectations to students. It's a crucial aspect of good teaching, with research showing a significant impact on student achievement.</p> <p>This priority aligns to our vision of preparing our students for success by empowering all students to be lifelong learners.</p> <p>This priority is based on the data below:</p> <p><i>2023 Grades 3-8 ELA</i></p> <ul style="list-style-type: none"> • 63.72% of our students tested are not proficient <p><i>2023 Grades 3-8 Math</i></p> <ul style="list-style-type: none"> • 56.96% of our students tested are not proficient <p><i>June 2023 ELA Regents</i></p> <ul style="list-style-type: none"> • 20.51% are not proficient <p><i>June 2023 Algebra 1 Regents</i></p> <ul style="list-style-type: none"> • 17.68% are not proficient <p>Student achievement has been impacted due to lack of clear communication of learning goals and expectations as aligned to the NYS content area standards. By recognizing the level of non-proficient students, we need to bolster the teachers’ knowledge of the learning standards and bridging the standards to their curriculum.</p> <p>The three priorities outlined in this plan will work in conjunction with each other to strengthen Tier 1 instruction and identify needs and deliver interventions in a more timely and targeted manner.</p> <p>Improving student achievement across the district will empower our students to pursue their dreams and contribute to the global community.</p>

Priority 1

	The STAGR Center recommended Peru CSD review current practices and processes for determining the Standards and Learning Targets for each grade level and content area. In order for schools to have clarity in assessment and grading, making sure the standards/learning targets are clearly articulated for each class is a necessity. Learning targets for each class should be easily visible to students and communicated verbally to students daily.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Clearly communicating what students will learn by the end of the lesson.	Students know what they're learning which leads to more focused participation. Learning targets should be clearly displayed and articulated, referred to during instruction and assessed. Students will be able to articulate learning goals.	Time, money and teams to align the curriculum to the NYS State Learning Standards through the development of learning targets. PD needs to be provided to systematically teach how to create learning targets and prioritize NYS Learning Standards.
Providing students with specific exemplars for success. This helps them understand how a good answer or completed task looks.	By understanding success criteria, students become more self-directed and take ownership of their learning.	Time for collaboration among grade level teams to develop and examine exemplars, how to grade and examine student work using established rubrics.
Offering timely and useful feedback that guides students towards improvement and	Clear expectations allow teachers and students to monitor their progress and identify areas needing extra attention, ultimately leading to implementation of a plan to gain proficiency.	Time to develop consistent progress monitoring, schedule conferences with students regularly and implement plans.

Priority 1

helps them gauge their understanding.		Professional development around systematically providing and receiving feedback is necessary.
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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Increase student proficiency by 10% in Grades 3-8 ELA and Mathematics Tests.

Increase student performance in all academics, support behavioral health and SEL, high engagement in student surveys, and increased student attendance. The district MTSS plan is implemented with fidelity, strengthening Tier 1 instructional practices. Staff will engage in Tier 1, 2, 3 data meetings and design intentional interventions through the Early Warning Intervention and Monitoring System (Panorama).

There will be a 10% reduction in behavioral referrals.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Grades P-5 Acadience Reading and Math and/or other Curriculum Based Measures. We want to see personal progress towards testing benchmarks across each administration.	Achieve success criteria towards goals by mid-year and the end of the year based on individual performance.	
Grades 3-10 NWEA (ELA and Math) Analyze student performance and growth indicators using NWEA data.	Continual growth across the three administrations to increase proficiency on NYS tests.	

Priority 1

Increased student attendance in each building	District MTSS will review attendance quarterly and determine interventions needed to support attendance.	
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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Effective Learning Strategies for Student Engagement</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Effective learning strategies for student engagement involve a toolkit of techniques that accommodates different learning styles and keeps students actively involved in the learning process.</p> <p>Peru is committed to preparing students for success by equipping them with consistent learning strategies to support their growth and empower them in becoming lifelong learners.</p> <p><u>Enabling Conditions for Collective Teacher Efficacy Survey (EC-CTES)</u></p> <p><i>Results are inclusive of all professional staff respondents</i></p> <p><i>Likert Scale 0-6 utilized</i></p> <ul style="list-style-type: none"> • Cohesive Teacher Knowledge*: District 3.5 • Embedded Reflective Practice**: District 3.92 <p>*The teaching staff has a shared belief about instructional approaches that are most effective for student learning and what constitutes effective classroom instruction.</p> <p>**Teachers reexamine the extent to which teaching practices support the learning of all students. Teachers seek feedback from students to adjust instruction. Teachers examine multiple sources of evidence when considering student progress and achievement over time.</p> <p>Survey recommendations include:</p> <ul style="list-style-type: none"> • encourage staff to learn and share high impact instructional strategies and assessment practices that results in increased student achievement • lead discussions about the relative merit of current and alternative teaching practices • challenge the staff to continually reexamine the extent to which their practices support the learning of all students

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Consistent use of engaging strategies creates predictable routines that students can rely on. This reduces classroom anxiety and allows them to focus their energy on learning, rather than figuring out what comes next.</p>	<p>Develop and train district-wide on ways to embed common instructional strategies within lesson design to promote routine and consistency for students.</p>	<p>Develop a district-wide toolkit</p> <p>Pocket PD: A modeling bank of Hattie’s high impact strategies, each strategy comes with a sketchnote visual for teachers, how to, and an audio demonstration of how to teach the strategy</p> <p>Administration supports coverage for teacher collaboration and classroom visits.</p>
<p>Consistent, engaging learning experiences (i.e. circles and advisory -middle school) help students develop positive relationships with educators and supports the learning process.</p>	<p>Encourage participation, celebrate effort and mistakes as learning opportunities, and build rapport with students. This positive environment makes learning more enjoyable and fosters engagement.</p>	<p>Circle training and Culture of Care training to promote relationship building and connection to learning.</p>
<p>Develop self-directed learning skills for students to become more autonomous in their learning journey.</p>	<p>Use open-ended questions, problem-solving activities, and debates to encourage students to analyze, synthesize, and evaluate information. This develops critical thinking skills that are valuable beyond the classroom.</p>	<p>Staff will participate in Webb’s Depth of Knowledge PD and critical thinking PD (questioning, problem solving, debates, analyzing, synthesizing, and evaluating information).</p>

Priority 2

		We need common definitions of skills and the procedures for recommended strategies.
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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Finalize the District Effective Learning Strategies Toolkit and have 80% of educators trained on the toolkit. Effective teaching strategies will be informally noted in evaluations and walk-throughs, and discussed at staff meetings and grade level and department meetings.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Rollout the District Effective Learning Strategies Toolkit	50% of educators trained by mid-year	
Teachers invite colleagues to observe toolkit strategies being implemented in their classroom.	25% of invitations accepted	
Reduction of office referrals by building for disruptive classroom behavior.	Compare fall and winter 2023-2024 data to 2024-2025 referral data in SchoolTool	
Student and Staff Surveys will support student engagement and teacher clarity.	Staff and students will report positively about their levels of engagement and the clarity of what is taught.	

Priority 3

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Establish a District-wide Early Warning Intervention and Monitoring System (Panorama)</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Peru is committed to providing a nurturing environment for all learners to pursue educational excellence. An effective Early Warning Intervention and Monitoring System (EWIMS) is a data-driven process that helps schools identify students at risk of falling behind, provides them with targeted support to get back on track and build connective relationships between school and family.</p> <p>This priority emerged based on review of student attendance, student interviews, and parent survey results:</p> <ul style="list-style-type: none"> • 60% of parents reported their child felt some or no belonging at school. • 55% of parents reported the school is not preparing their child for the next academic year. <p>Based on NYS testing results, the district would be positioned to be more responsive through the utilization of an effective EWIMS. It would allow for the district to :</p> <ul style="list-style-type: none"> • Improve student outcomes: By identifying and addressing challenges early, EWIMS can help students stay on track for graduation and academic success. • Promote early intervention: Early intervention is crucial for preventing small issues from snowballing into larger problems. • Increase teacher effectiveness: EWIMS provides teachers with valuable data-driven insights to personalize instruction and support for each student. • Create a more proactive learning environment: By focusing on prevention and early intervention, EWIMS fosters a more proactive approach to student success. <p>An effective EWIMS is a powerful tool that can significantly improve student outcomes by ensuring that students receive the support they need to succeed.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Data collection and analysis with multiple data points.</p>	<p>Teacher grade- level teams & department teams, SBIT, MTSS, & Leadership Teams will examine data including attendance, grades, course performance, discipline records, and demographic information to identify potential risk factors</p>	<p>Panorama training and use as an EWIMS</p>
<p>Develop an MTSS tiered approach to provide evidence-based interventions.</p>	<p>Provide a range of interventions based on the severity of a student's needs. Tier 1 might involve universal supports such as study skills workshops, while Tier 3 offers more intensive, individualized support.</p> <p>Focus on interventions that have proven effectiveness in helping students overcome specific challenges.</p> <p>Work collaboratively with school counselors, social workers, and other support staff to provide holistic support for students.</p>	<p>Meeting schedules for the following teams need to be established prior to school starting to ensure fidelity with established meeting protocols: MTSS District Core Data Team</p> <p>MTSS Building Teams</p> <p>Scheduled consistent time for School Based Intervention Teams to meet (will be scheduled as needed)</p>
<p>Monitor and evaluate student progress. Regular data meetings at all grade levels and departments and district wide will monitor attendance, behavior, academic progress, behavioral health and SEL.</p>	<p>Track student progress: Regularly monitor student progress after implementing interventions to assess their effectiveness.</p> <p>Use data to inform adjustments to interventions as needed, ensuring they continue to meet individual student needs.</p> <p>Regularly gather feedback from educators and students to improve the overall EWIMS process.</p>	<p>Panorama Platform and Training</p> <p>Building Tier 1&2, and 3 (SBIT Teams)</p> <p>Teacher and student surveys</p> <p>SchoolTool notes training</p> <p>District Data Meetings Quarterly</p>

Priority 3

	Change and adapt instruction based on student data and feedback.	
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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

A district-wide EWIMS is in place and operational.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Train all administrators, SBIT Coordinators and School Counselors on the use of district-wide EWIMS (Panorama).	Mid-year	
Train educators on the EWIMS to select targeted interventions for at-risk students	Mid-year	

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner’s Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Dana Atwood	Social Studies Teacher	Middle School
Keryn Rafferty	School Psychologist	Middle School
Jim Manchester	Building Principal	Middle School
Wendy Paul	Grants Coordinator	District
Jennifer Guay	Admin Intern/Teacher	High School
Rebecca Fuller	School Psychologist	Elementary School
Mary Sexton	Building Principal	Elementary School
Joha Battin	Building Associate Principal	High School
Sara Shult	Building Principal	Elementary School
Kelly Crowley	Intervention Teacher	Elementary School
Jane Arseneault	Grade 2 Teacher	Elementary School
Katie Francia	Grade 1 Teacher	Elementary School
Tierra Jacquish	Intervention Teacher	Elementary School
Shannon Rabideau	Director of Student Services	District
Nick Damiani	Director of Technology	District
Scott Storms	Superintendent	District
Lauren LaValley	School Counselor	Middle School
Stephanie Sorgule	Parent	
Matt Berry	Building Principal	High School
Teri Calabrese-Gray	Interim Assistant Superintendent	District

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
6/10/2024	District Office
6/11/2024	District Office
6/12/2024	District Office
6/17/2024	District Office
6/18/2024	Community Room

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers attended meetings and participated in plan creation. Teachers participated in surveys and interviews.
Parents with children from each identified subgroup	Parents attended meetings and participated in plan creation. Parents participated in a family survey.
Secondary Schools: Students from each identified subgroup	Students participated in surveys and interviews.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).