

**Peru Community School Corporation  
2012-13 Strategic Plan**

Goal	Interventions	Timeline	Goals & Targets	Data Collection Methods	Results
<b>Student Achievement &amp; Instruction</b>					
<p><b>Student passage of the language arts portion of the ISTEP+ will increase each year at all grade levels. Student passage of the math portion of the ISTEP+ will increase each year at all grade levels.</b></p>	<p><b>Alternative Education</b> - Will be as follows:</p> <ul style="list-style-type: none"> <li>❖ The 1st – 6th graders will be in an intensive class throughout the whole day;</li> <li>❖ Identified students at the elementary will spend most of their days working on math and English deficiencies; The PJHS/PHS program will consist of three rooms at PJHS               <ul style="list-style-type: none"> <li>❖ One room for 9th - 12th Behavioral</li> <li>❖ One room 4th through 8th Behavioral –</li> <li>❖ One room 7th - 8th academic –</li> <li>❖ Each room would have a teacher and one aide –</li> <li>❖ Add curriculum and career options to all three groups –</li> <li>❖ Retention in 7th and 8th grade, if necessary, but not preferred, so if retention is recommended, the Keys Academy academic would be offered.</li> <li>❖ For all academic alternative participants, the hope is to work so hard that some students will be able to be acclimated back into their age appropriate grade by no later than mid-year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Spring 2011</b> - Identify students with academic needs (behavioral needs also, if applicable)</li> <li>❖ <b>Summer 2011</b> - Interview/hire needed staff</li> <li>❖ <b>Summer 2011</b> - Prepare rooms and purchase any additional equipment and instructional materials needed</li> <li>❖ <b>Summer 2011</b> - Develop schedules; Develop curriculum</li> <li>❖ <b>Fall 2011</b> - Implement programs: Eagles Academy (grades 1-3), Cardinal Academy (grades 4-6) and Keys, Jr. Academic (grades 7-8). Support and continue with behavior Keys, Jr. (grades 4-8) and Keys, Sr. (grades 9-12)</li> <li>❖ <b>Winter and Spring 2011/12</b> -Monitor data and make changes-</li> <li>❖ <b>Spring 2012</b> - Determine need for growth and expansion (if necessary).</li> </ul>	<ul style="list-style-type: none"> <li>❖ ISTEP+ Results will increase by 2 percent per year for each of three years –</li> <li>❖ 2009 - Language starting at 66% and math at 71%.</li> <li>❖ 2010 – Language 78.7% and Math 79.7%</li> <li>❖ 2011 – Language 80.3% and Math 79.2%</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>What</b> - IDOE ASAP Website and NWEA reports</li> <li>❖ <b>Who</b> - Assistant Superintendent - Academics and Technology and building administrators</li> <li>❖ <b>When</b> - at least yearly</li> </ul>	<p>Alternative programming has expanded to a comprehensive and effective grades 1-12 program.</p> <p>In 2010-11, 40 students were served at Elmwood’s Eagle Academy. 46 students were served at Blair Pointe’s Cardinal Academy (academic grades 4-6) and 121 students were served at KEYS Academy. Of the 118, 58 were served at KEYS Junior (37 for academics only and 21 for behavior) and 60 students were served in grades 9-12 being at KEYS Senior. KEYS Senior exceeded the state goals of 2.1 credit hours earned by each student attending by an average of .6 credits.</p>

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<p><b>The Graduation Rate will be maintained at the 90% or higher rate.</b></p>	<p><b>Career Academies -</b></p> <ul style="list-style-type: none"> <li>❖ Create a career resource center</li> <li>❖ Test at least all seniors with WorkKeys and institute KeyTrain software</li> <li>❖ Institute Project Lead the Way at PJHS and PHS</li> <li>❖ Institute work ethic certification</li> <li>❖ Institute JAG</li> <li>❖ Increase internship offerings</li> <li>❖ Begin using project based learning</li> </ul>	<p><b>Career Academies</b></p> <ul style="list-style-type: none"> <li>❖ <b>Summer 2011</b> - Continue supporting the Project Lead the Way labs and Rob Hileman trained on the next phase of the PLTW initiative. Add the second level and Bio Medical “the third level” in 2011-12.</li> <li>❖ <b>Fall 2011</b> - Continue to form partnership for internships and potential externships</li> <li>❖ <b>All year 2011/12</b> - Continue to enhance offerings in the career center --</li> <li>❖ <b>Fall and Winter 2011-12</b> -- Do professional development with PHS staff on career majors academies</li> </ul>	<ul style="list-style-type: none"> <li>❖ STN Graduation Data - 2007 (69.8%) - 2008 (81.4%), 2009 rate was 83.9%, and the 2010 rate was 95.03%.</li> <li>❖ PHS will try to maintain the 2010 rate.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>What</b> - IDOE ASAP Website and the PHS Graduation Records –</li> <li>❖ <b>Who</b> - Richard Cole -----</li> <li>❖ <b>When</b> – Yearly</li> </ul>	<p>2006-2007 - 69% - 2007-2008 - 81.4% - accomplished goal one year early - state average is 77.8%. Now, 2008-09 rate is 83.9% (state is 81.5%) and climbing. Spring of 2010 the graduation rate is now 95.03% Four career academies have been established in both PJHS and PHS based upon regional labor market research. The four academies are: Business and information Technology, Engineering and Technology, Health and Related Sciences, and Education and Human Services. All students have selected an academy and all teachers have been placed in</p>

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					<p>an academy. Teachers will be expected to tie academic concepts to real-life applications beginning next year. Seniors took the WorkKeys test in the spring of 2010 and have again in 2011. PLTW has been implemented with all 8th graders taking it and 43 PHS students enrolled the first year. In the second year, 22 took it in T1, 52 students in T2, and 28 students in T3. Mr. Hileman and Mr. Hobbs will be trained in the two levels of coursework and will implement the classes next year. The Career Development Center is up and running.</p>
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<p><b>Provide initiatives that will improve instruction and student learning.</b></p>	<p><b>Other Improvement Methods</b></p> <ul style="list-style-type: none"> <li>❖ Differentiated Instruction - institute the RTI and differentiated instruction model in all grades K-12 -</li> <li>❖ Provide training for staff in lesson planning model -</li> <li>❖ Provide collaboration time for staff to develop interventions and differentiated lesson plans -</li> <li>❖ End of Year Criteria for student advancement to next grade will be utilized.</li> </ul>	<p><b>Differentiated instruction -</b></p> <ul style="list-style-type: none"> <li>❖ <b>2010-11 School year</b> - All teachers will use the SAIP process and acquired data from NWEA, ISTEP, Formative Assessments to tailor instruction to meet individual students' needs-</li> <li>❖ <b>2010-11 School year</b> – Training and collaboration time will be given to assist teacher acquisition of needed skills</li> </ul> <p><b>End of Year Criteria</b></p> <ul style="list-style-type: none"> <li>❖ <b>2010-11 School year</b> - Continue to discuss and refine criteria and develop a more consistent grading practice to better reflect achievement.</li> <li>❖ <b>Summer 2011</b> - summer school for all that do not meet the developed criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• ISTEP+ Results will increase by 2 percent per year for each of three years</li> <li>• 2009 - Language starting at 66% and math at 71%.</li> <li>• 2010 – Language 78.7% and Math 79.7%</li> <li>• 2011 – Language 80.3% and Math 79.2%</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>What</b> - IDOE ASAP Website and NWEA reports</li> <li>❖ <b>Who</b> - Assistant Superintendent - Academics and Technology and building administrators</li> <li>❖ <b>When</b> - at least yearly</li> </ul>	<p>PCS' Rtl process – SAIP (Student Academic Improvement Plan) – was introduced in 2008-09 and is fully implemented with many interventions and conferences happening in 2009-10 (over 1200 and in 2010-11 over 1400 conferences were held).</p> <p>A summer school selection criterion was established based upon standardized test data and 339 K-12 students were enrolled in the summer of 2009, 280 in 2010, and 290 students were served in 2011.</p>
<p><b>Attendance rate will be maintained at or above state average.</b></p>	<p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>❖ Steps outlined in the District Improvement Plan, but will include individual counseling and monitoring of those students in need</li> <li>❖ Offer incentives and perhaps no exams for certain levels of good attendance and grades</li> <li>❖ Get community involvement to limit reasons not to attend</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Spring and Fall of 2011</b> - Continue the steps outlined in the original District Improvement Plan</li> <li>❖ <b>Winter 2011</b> - Evaluate incentive programs and initiatives - have them approved by the board</li> <li>❖ <b>Winter 2011</b> - Contact businesses and discuss ways they can help</li> </ul>	<ul style="list-style-type: none"> <li>❖ STN Attendance Records - Consistently above 95% and will be at or above state average.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>What</b> - IDOE ASAP Website and the PHS Attendance Records –</li> <li>❖ <b>Who</b> – Principal and Attendance Secretary</li> <li>❖ <b>When</b> – Yearly</li> </ul>	<p>2006-2007 - 94.8% - 2007-2008 - 96.2% - state average is 95.9%. 2008-09 rate for PHS was 96.3% - again above the state average. For 2009-10 and 2010-11, the attendance has stay at or above 95.7%.</p>

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<p><b>Dropout rate will be maintained at or below the state average.</b></p>	<p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>❖ Counseling.</li> <li>❖ Increase staffing to have someone fully working with At-Risk students - Tracking data and working with parents.</li> <li>❖ Provide incentives for staying in school.</li> <li>❖ Be sure the most at-risk students are plugged into the career initiatives.</li> <li>❖ Explore GED and Ivy Tech options with the at risk students.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Fall and Winter 2010</b> - Determine our own capacity presently to counsel students</li> <li>❖ <b>Spring and Summer 2011</b> - If it is determined that more staff is needed to counsel students - employ that staff member</li> <li>❖ <b>Fall and Winter 2010</b> - determine incentives to stay in school</li> <li>❖ <b>2010-11 School year</b> - Implement the initiatives outlined</li> </ul>	<ul style="list-style-type: none"> <li>❖ STN Dropout Data will show PHS at or below the state reported average for Indiana schools.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>What</b> - IDOE ASAP Website and the PHS Guidance Records</li> <li>❖ <b>Who</b> – Principal and Guidance</li> <li>❖ <b>When</b> – Yearly</li> </ul>	<p>2006-2007 – Dropout rate was 21% - 2007-2008 - 9.5% - accomplished goal one year early - state average was 10.3% 2008-2009 PHS dropout rate was 6.5% and now 2.4% in 2009-10.</p>
<p><b>Students will seek higher level challenges - AP, Honors Diploma, etc.</b></p>	<p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>❖ Institute weighted grades for class of 2012. for both dual credit and for AP level classes</li> <li>❖ Have every department offer at least one dual credit offering.</li> <li>❖ Work to encourage more students to take AP or dual credit classes through educating them on the advantages.</li> <li>❖ Add cross-department classes were applicable.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Fall of 2011</b> - Determine which courses can be developed and therefore weighted</li> <li>❖ <b>Fall 2011</b> - Communicate the change with students and teachers that will be in place for the students in the class or 2012</li> <li>❖ <b>Fall 2011</b> – Add BioMedical PLTW and a cross-department AP class in English and US History.</li> <li>❖ <b>Spring 2012</b> - Have course guides current with weighted options -</li> </ul>	<ul style="list-style-type: none"> <li>❖ Enrollment records in higher classes and the number of Core40 and honors diplomas should increase by 2% per year</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>What</b> - Guidance records ----- IDOE ASAP Data</li> <li>❖ <b>Who</b> – Principal and Guidance</li> <li>❖ <b>When</b> – Yearly</li> </ul>	<p>Weighted grades have been board approved and will be implemented for the class of 2012. We have been developing articulation agreements with Ivy Tech and IPFW with the goal of establishing many dual credit opportunities at each institution. PHS has added three AP courses (Biology, U.S. History, and Chemistry during the 2010-11 school year), These existing classes along with PLTW BioMedical and the AP English/social studies brings our enrollment numbers up considerably.</p>

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<b>Personnel &amp; Finance</b>					
<b>A plan will be written for staffing with reduced operating revenue.</b>	Operational costs are being reduced by 11% from 2008-09 levels.	To be completed by July 2010.	Reduce operational costs deep enough to not deficit spend in 2011.	Progress will be measured monthly through the Fund Monitoring Reports.	It is anticipated that funding reductions will happen no later than January 2011.
<b>Evaluation systems will be reviewed, revised, and/or developed for all employees.</b>	1) Review existing evaluation instruments for all employees and revise as necessary; 2) Create evaluation instruments for classifications of employees who do not have evaluation instruments; 3) Assign responsibility for evaluating employees to principals/supervisors.	The evaluation system was implemented in December 2008.	All classifications of employees have an evaluation instrument, and all employees are being evaluated in accordance with Policy 3220 or Policy 4220.	A check list will be used to verify that all employees have been evaluated.	New Teacher appraisal system was approved and implemented beginning in the fall of 2008. Process has been positively received by both teachers and administrators. Will conduct a formal survey at the end of the year. All administrators and classified staff were evaluated by the end of the school year.
<b>A staff development program will be established to improve the knowledge and skills of all staff.</b>	1) Staff development for bargaining unit employees is on-going; 2) A development program for non-bargaining unit employees is in place since May 2009.	A development program for non-bargaining unit employees will be evaluated annually.	Employee survey – Risk Management Survey – In-service training will be scheduled for non-bargaining unit employees.	Records of the in-service training and the participants will be retained.	The 2009-2010 staff development implementation has focused on literacy, project based learning and the study of PBIS.
<b>Peru Community Schools will maintain a minimum cash balance of 10% in the general fund.</b>	1) 10% cash balance to disbursements will be maintained; 2) 10% cash balance will be budgeted annually.	The ratio of cash balance to disbursements will be reported to the board of education semi-annually.	The ratio of cash balance to disbursements will be measured monthly.	Financial reports and bank reconciliations are the data sources.	General fund balance was 8% as of January 31, 2010.
<b>Increase the Rainy Day Fund to withstand unexpected loss of receipts or increases in disbursements.</b>	1) 98% of General Fund receipts will be budgeted for disbursements; 2) 2% will be transferred to Rainy Day Fund	Transfer to the Rainy Day Fund will be done annually in December.	The ability to make transfers to the Rainy Day Fund will be evaluated annually.	Financial reports and bank reconciliations are the data sources.	



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<p><b>Peru Community Schools will offer regionally competitive salaries for all employee groups.</b></p>	<p>PCS salaries and benefits will be compared to regional school corporations. Adjustments to salaries and benefits will be considered after analysis of the survey.</p>	<p>The survey will be completed in the annually. This information will be used in consideration of wage rates for the following school year.</p>	<p>The target is to offer regionally competitive salaries and benefits to all employee groups. Adjustments may be phased-in over a period of years.</p>	<p>School corporations in the six county region will be surveyed for salary and benefits by employee classification.</p>	<p><b>Wages and salaries were adjusted for the 2009-2010 school year, and will be analyzed prior to the 2010-2011 school year.</b></p>
<p><b>Peru Community Schools will conduct a feasibility study for grade level reconfiguration to more efficiently use our resources.</b></p>	<p>Moving kindergarten to Elmwood, third grade to Blair Pointe and 6th grade to PJHS will be studied for economic <b>efficiencies</b>.</p>	<p>Findings of the study are to be reported to the school board in December 2011.</p>	<p>The target is to reduce operating costs.</p>	<p>The operational impact to each school and corporation wide implementation costs will be studied.</p>	
<p><b>Peru Community Schools will develop a five-year plan for property expansion, improvement of facilities, and maintenance of facilities.</b></p>	<p>1) Roofing plan is completed; 2) Renovation or replacement of PJHS has been studied.</p>	<p>Facility status reports have been completed for Peru High School and Peru Junior High School. Improvement of HVAC systems are currently being considered to save operating costs.</p>	<p>Define the need for property expansion. Survey principals and directors as to facility improvements. Update the enrollment forecast. Adequately house all students. Study middle school concept. Reconfigure grade levels. Modular classrooms. Building additions. Property acquisition.</p>	<p>Data sources will be PCS employees, the Indiana Department of Education, and our architect.</p>	<p>The renovation or new construction for Peru Junior High is on hold.</p>
<p><b>Community Relations</b></p>					
<p>An effective career initiative necessitating strong school-business-community partnerships will be developed for the Peru Community Schools.</p>	<p>1) A Miami County Education &amp; Economic Development Committee will be established and meet at least four times per year to act in an advisory capacity.</p>	<p>The committee has already been established and is meeting at least four times per year</p>	<p>At least 25 committee members will attend each meeting.</p>	<p>Meeting Attendance</p>	<p>A Miami County Career Advisory has been established with 52 business, government, and educational leaders. One meeting was held in January of 2009 with 28 members present. A second meeting was</p>

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					held in conjunction with PJHS and PHS teachers on April 23 to begin discussion on how academic concepts can be tied to real-life applications.
	2) The Project Lead The Way (PLTW) program will be implemented. PCS will apply for Tech Prep and WIRED grants.	PLTW will be expanded in engineering with science initiated.	All 8th graders to the program and 75 9th graders will start the program.	Enrollment Data	All PJHS 8th graders have completed the Gateway to Technology course and 43 students completed the Introduction to Engineering class at PHS.
	3) Peru High School will have a career major academy focus.	Begin process in 2007-2008, continue organization in 2008-2009, and fully implement by 2009-2010. 2010-11 program grew and added PLTW classes and Bio-tech science	Program expanded in 2010-11. PLTW and Bio-medical science	Department of Workforce Documentation	Four academies have been determined for PJHS and PHS. Each student has chosen an academy and each PJHS and PHS teacher has been placed in an academy.
	4) All 7th and 9th graders will take a mandatory careers class.	Both 7th and 9th grade careers' classes	All 9th graders enrolled in course.	Enrollment Data	All current PJHS 7th graders and all PHS 9th graders completed the class during the 2010-11 school year.
	5) Technical honors students will take the WorkKeys assessment.	Class of 2008 completed assessment	Tech honors students will take WorkKeys assessment by March.	Test Participation Data	All PHS tech honors students took the test this spring.
	6) The number of student internship opportunities will be expanded.	Increase number of students involved throughout three-year strategic planning period	Have at least 60 students involved in an out-of-school internship.	Internship Reports	Student internships have expanded from 30 in 2007-2008 to 51 in 2008-2009 with 81 internship slots in 2010-11.
	7) Junior Achievement program participation will be expanded.	Continue Finance Park and Economics for Success at PJHS in 2010-11	All 7th graders will participate in Economics for Success and all 8th graders will participate in Finance Park.	Participation Data	All 7th graders completed the Economics for Success program and all 8th graders completed the Finance Park program.

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2012-13 Strategic Plan**

Positive parental and community involvement will increase at every school.	1) Increase parent and community mentoring opportunities.	Opportunities will be identified in 2010-11	Recruit at least 10 parents for Tiger University.	Data Collection and Satisfaction Survey	18 parents have completed mentor training.
	2) Fully implement the "Community of Character" program.	All schools will fully implement for 2011-12	The program will be implemented in all five schools. Use monthly calendar and develop an incentive program.	Satisfaction Surveys	The "Community of Character" program is currently being implemented in all five PCS buildings.
	3) Continue to utilize the parent liaisons to include and increase parent involvement.	Parent liaisons hired for all schools but PHS	Special program will be implemented and parent involvement will be measured.	Accountability System	Goal completed 2010-11.
	4) Employ a parent coordinator using Title I funding.	Parent coordinator hired 2010-11	Recruit a parent liaison and establish a parent advisory committee for each school.	Participation Data and Meeting Minutes	PCS has employed a parent coordinator through Title I funds. Four parent building liaisons have also been identified.
Public relations will improve between the Peru Community Schools and its constituents.	1) Better market what PCS does well. Hire a marketing/public relations consultant on a contracted services basis.	Identify and hire consultant by June 2010-11	Develop and implement a marketing/public relations plan	Satisfaction Surveys	This goal has not been accomplished as of June 2011.
	2) Consistently utilize newsletters, e-mails, phone messaging, Channel 18, and local media to promote PCS.	Focus began in 2007-2008 and will be maintained through 2011-12.			
Hired Tiger TV host. Radio ads completed as well as Peru Tribune ads.	On a weekly basis, at least one positive news item will be promoted through diverse means.	Weekly results/Total number of news items will be tracked.	Consistent use of phone message system, Channel 18, WARU, Peru Tribune, school newsletters, and Tiger TV. Each building has identified a public relations specialist.		
	3) Educate the community of school funding, especially impact of local property taxes.	Design a public relations plan and begin communicating in 2011-12	Invite 15-25 parents/ community members.	Tiger University	Tiger University completed effectively in year one 2010-11.