



Pittsford Schools

PITTSFORD CENTRAL SCHOOL DISTRICT

I Am Pittsford Schools

Shaping Our Future Together

STRATEGIC PLAN | 2026 – 2031

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A Message from the Superintendent



Shana Cutaia

SUPERINTENDENT OF SCHOOLS

Dear Pittsford Community,

We are proud to share the Strategic Plan for Pittsford Schools, a vision for our future that builds on our tradition of academic excellence while looking ahead to what our students and community need for the years to come. This plan reflects our shared belief that every student deserves the opportunity to be known, supported, challenged, and prepared to make a difference in the world.

At the heart of our work is our mission to work collaboratively to empower and prepare students to be their best, do their best, and make a difference in the lives of others. We remain committed to high expectations, rigorous learning, and ensuring every student has the support, opportunities, and sense of belonging needed to thrive.

Throughout the 2025–26 school year, thousands of students, staff members, families, and community partners shared their experiences and perspectives through surveys, focus groups, conversations, and our Community Input Day. Our District Planning Team used this input and district data to identify priorities and recommendations for our future.

Our strategic plan is organized around four priorities that reflect what we believe every student should experience in Pittsford Schools: **I am supported. I am well and connected. I am challenged and included. I am ready for my future.**

Together, these priorities provide a clear direction for Pittsford Schools. They will guide our decisions, focus our resources, and help us build on our strengths while continuing to grow in service of every student.

I am grateful to the many students, staff members, families, Board of Education members, and community partners who contributed their voices and perspectives to this work. This plan represents our shared vision and commitment to the future of Pittsford Schools.

I am Pittsford Schools. We are shaping our future together.

Who We Are

Pittsford Central School District serves 5,516 students across nine schools in Monroe County, New York. The figures below provide a snapshot of the district at the start of this planning process.

5,516

students enrolled in 2024–25

9 Schools

schools: five elementary, two middle, two high

96–100%

graduation rate since 2019–20

8%

teacher turnover, 2023–24; state 13%

95%+

of teachers hold a master's degree or higher

20+

AP courses offered each year

\$24,856

per-pupil spending, 2023–24

0%

dropout rate



The Students We Serve

By Race And Ethnicity

GROUP	STUDENTS	SHARE
White	3,820	69%
Asian or Native Hawaiian/Pacific Islander	781	14%
Multiracial	420	8%
Hispanic or Latino	325	6%
Black or African American	166	3%
American Indian or Alaskan Native	4	<1%

Total enrollment 5,516 as of October 1, 2024. Shares are rounded and may not total 100%.

By Student Group

GROUP	SHARE
Students with disabilities	14%
Economically disadvantaged	4%
English language learners	1%

Shares of total enrollment, 2024–25.

A NOTE ON SMALL STUDENT GROUPS

Pittsford’s student population includes groups whose enrollment numbers are below state reporting thresholds. Every student contributes valuable experiences, strengths, and perspectives to the school community. This plan commits to using appropriate and responsible measures to understand outcomes for all students, including those whose results are not publicly reported.

How We Built This Plan

Over the course of a year, Pittsford built this plan through data analysis, stakeholder engagement, and community input. The process remained focused on students, informed by evidence, and shaped by the community.

5,516 STUDENTS	Six years of information about student learning, attendance, behavior, graduation, and life after high school, from 2019–2025.
3,798 VOICES	Students, families, staff, alumni, and community members shared their experiences and perspectives through the 2025 Community Survey.
89 PARTICIPANTS	Eight focus groups brought together students, families, teachers, school leaders, support staff, and community members to explore the findings in greater depth.

How the Plan Took Shape

The District Planning Team (DPT) reviewed the themes from each phase of the process and used them to confirm the strategic plan goals and priorities.

FEB 2026	Eight focus groups explored the themes emerging from the data and community survey.
APR 16, 2026	The DPT reviewed the findings and identified the themes that should guide the strategic plan.
MAY 14, 2026	The DPT used the themes to confirm the plan’s goals and areas of focus.
MAY 30, 2026	The broader community helped shape how the goals would come to life.
SUMMER 2026	Priorities and measures of success were refined and prepared for Board adoption.

What the Evidence Showed

These strengths were reflected across district data and community feedback

Strong Academic Outcomes

Students demonstrate strong academic performance across grade levels and subjects. High graduation rates and consistent achievement provide a strong foundation for the district's next phase of improvement.

Experienced and Committed Staff

Pittsford benefits from an experienced workforce with strong professional expertise. Staff stability helps sustain relationships, instructional quality, and continuity for students and families.

Strong Relationships and Belonging

Students generally report feeling connected to their schools and supported by the adults around them. These relationships provide an important foundation for learning, well-being, and student success.

Broad Learning Opportunities

Students have access to a wide range of enrichment and advanced learning opportunities. These options allow students to explore interests, pursue greater challenge, and personalize their learning experiences.

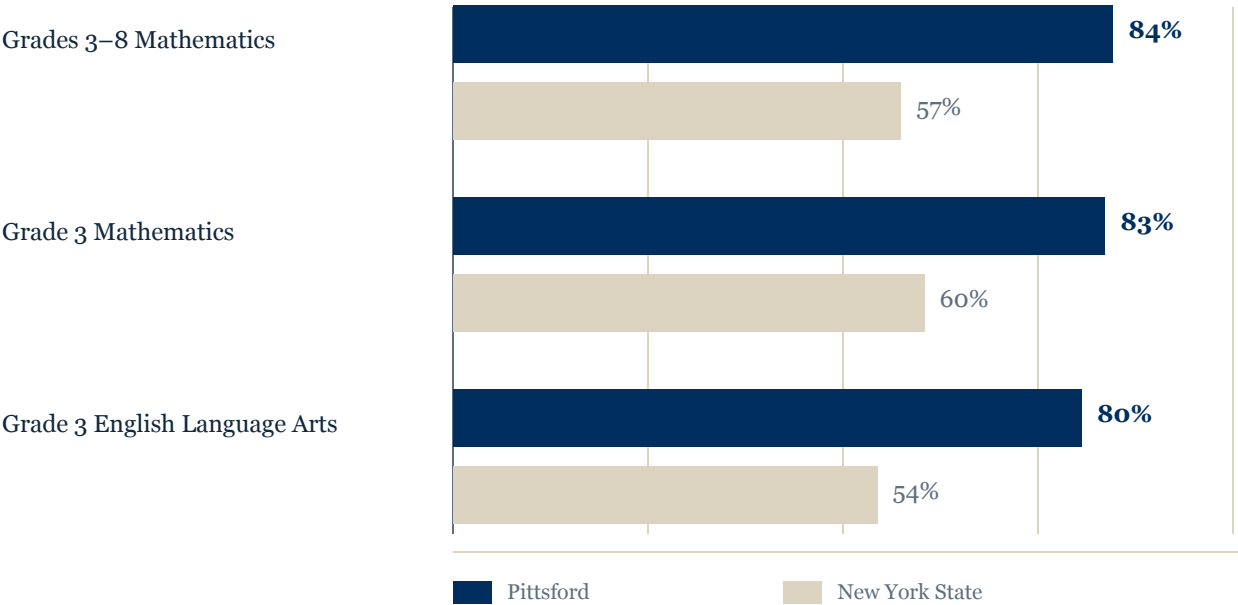
Community Confidence

Families and community members express strong confidence in Pittsford Schools. This trust provides an important foundation for continued partnership as the district implements the strategic plan.

Strengths in Numbers

Pittsford Compared With New York State

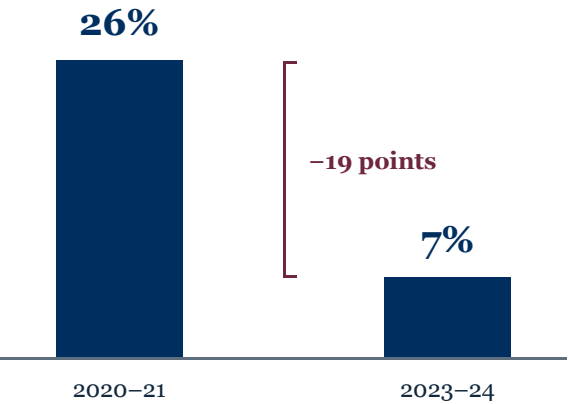
Percent of students proficient, 2024–25. Shown for every measure where a direct state comparison is available.



Pittsford exceeds the state by 23 to 27 percentage points on each of these measures.

New teachers are leaving less often

Percentage of teachers with five or fewer years of experience who left the district. Lower is better.



WHY THIS MATTERS

A district that keeps its early-career teachers keeps its institutional memory. Pittsford cut early-career turnover by 19 percentage points in three years.

Overall teacher turnover held between 7% and 9% across the same period, against a New York State rate of 13% in 2023–24.

The state does not publish an early-career turnover rate, so the two bars are shown without a state comparison.

What the Evidence Showed

These opportunities for growth have the broadest reach and highlight where district systems can better support Pittsford's high standards and strong outcomes.

Gaps Inside Strong Averages

Not all students are experiencing the same level of academic success. The district has an opportunity to better understand where differences exist and strengthen support for students who need it.

The Middle Grades

The transition into and through middle school can bring new academic, social, and emotional challenges. Students and families identified opportunities for more consistent support during these years.

Mental Health Capacity

Students benefit when they know where to turn for help and can access support when they need it. The district has an opportunity to make those supports easier to navigate and more consistent.

Consistency Across Buildings

Students and families do not always have the same experience from one school to another. Greater consistency in expectations, supports, and practices can help create a more connected district experience.

Access To Information

Families want information that is clear, timely, and easy to find. Improving communication can make it easier for families to understand available supports, opportunities, and next steps.

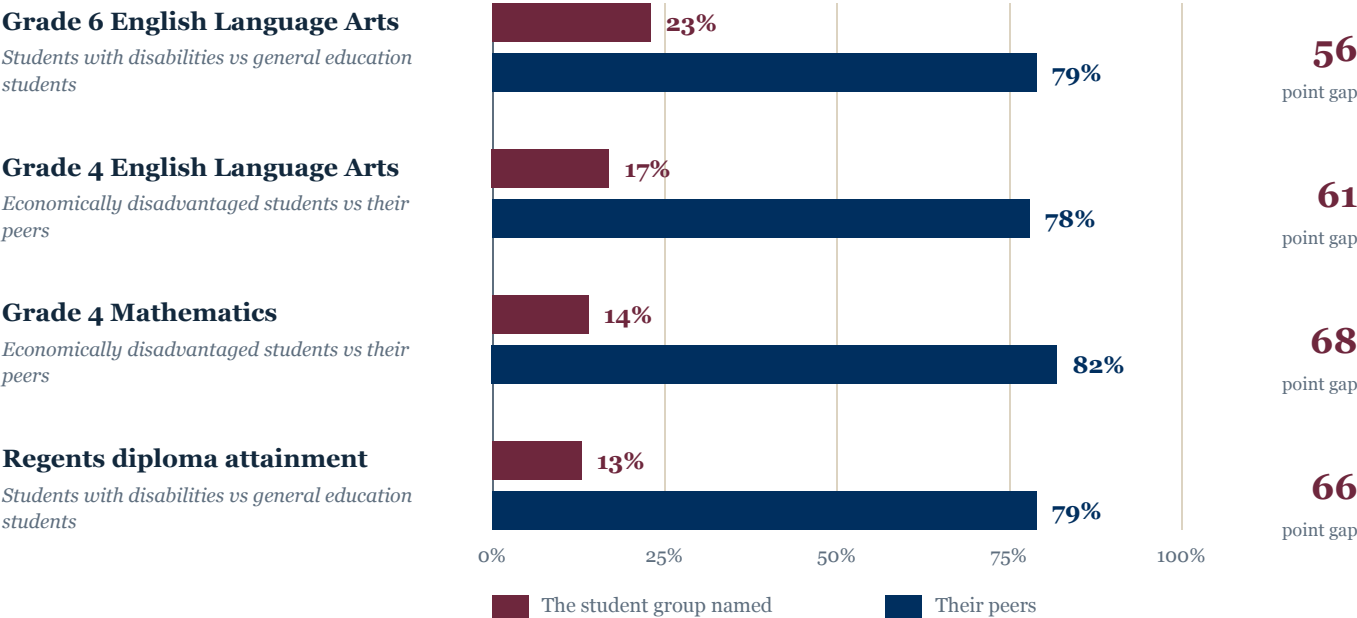
Multiple Pathways to Success

Students have different interests, strengths, and goals for life after high school. The district has an opportunity to broaden how students learn about and prepare for college, careers, and other pathways.

The Gaps Inside the Averages

The Gaps Inside The Averages

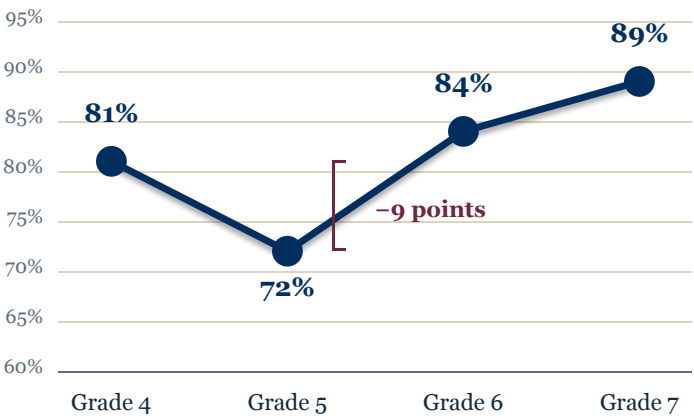
Each pair compares one student group with its peers on the same measure. Read across: the distance between the two bars is the gap.



Districtwide, 78% of students are proficient in English Language Arts and 84% in Mathematics. Every gap above sits inside those averages.

Mathematics Proficiency By Grade

Percent of students proficient, 2024–25.



WHY THIS MATTERS

Performance changes as students move across grade levels, particularly during the transition toward middle school. This pattern points to an opportunity for more consistent academic supports and expectations as students take on greater independence.

English Language Arts shows the same pattern one year later: grade 5 proficiency, at 72%, is lower than the grades either side of it.

What We Heard

Before the district established its priorities, these eight themes emerged most consistently from community input.

High-Quality Instruction

Caring teachers, strong elementary experience, and deep staff expertise named as the district's defining strength.

Consistency

A shared expectation that a student's experience should not depend on which building they attend.

Student Well-Being

Mental health support, safe and welcoming environments, and earlier response to distress in the middle grades.

Clear Communication

Information families can find without already being connected, especially at transitions and around placement.

Access To Challenge

Advanced coursework and acceleration reachable through readiness and interest, not through informal networks.

More Than One Future

Recognition and support for trades, technical training, military service, entrepreneurship, and workforce entry.

Support For Staff

Training, manageable workload, and inclusion of paraeducators and administrative staff in professional learning.

Smoother Transitions

Deliberate structures carrying students and families from elementary to middle and middle to high school.

"Feels like there are resources, but it's like giving someone cardboard and telling them to make a boat."

FOCUS GROUP PARTICIPANT, FEBRUARY 2026

From Vision to Action

The plan is organized across eight levels. The first three were already established, while this plan defines the next four. Specific actions and milestones will be detailed in annual operating plans



MISSION

Why our District exists



VISION

Where we want our District to be



CORE VALUES

What our District cherishes most



FOUR COMMITMENTS

What every student should be able to say



GOALS

What will be true by 2031



PRIORITIES

Where we will focus



MEASURES OF SUCCESS

How we will know we are making progress



ACTIONS AND MILESTONES

What we will do, and by when

READING THE PLAN

The plan includes four goals and thirteen priorities. Each priority explains its purpose and identifies the measures that will be used to track progress.

Mission, Vision, and Core Values



MISSION | WHY OUR DISTRICT EXISTS

The Pittsford Central School District community works collaboratively to prepare and empower our students to be their best, do their best and make a difference in the lives of others.



VISION | WHERE WE WANT OUR DISTRICT TO BE

Pittsford Central School District will be a leader in realizing the promise of public education. We will design a partnership among students, families, professionals, and community, based upon a broader definition of success for each student.

Our students will navigate a journey of self-discovery and growth, leading them to engage in productive struggle, pursue balance and wellness, and personalize their education. They will recognize challenges as opportunities for learning and accomplishment. They will have the skills necessary to understand, thrive, and adapt in a diverse, global society. During and after their time with us, they will be independent, healthy, connected, resilient, and compassionate contributors to our community and beyond.

Our staff will model the joy of learning. The environment of support and collegiality will make our district a magnet for passionate educators who will design systems that help students succeed.

Our families and community will be welcomed, informed, and engaged in educational experiences that dissolve the lines between business, society, and schools. Students will be recognized as resources to our community, matching their interests with opportunities to create solutions for real needs.

When this vision is realized, every Pittsford student will have access to personalized opportunities and real-world pathways to explore. They will acquire the skills necessary to reach their full potential.



CORE VALUES | WHAT OUR DISTRICT CHERISHES MOST



**Student
Centered**



**Supportive
Environment for
all**



**Continuous
Improvement**



**Innovative and
Future Focused**



Collaborative

Our Four Commitments

The needs assessment identified four commitments. Each is written from the student perspective to keep the plan focused on what students should experience and achieve.

01 I Am Supported.

A Clear and Connected K–12 System of Student Support

Belonging and productive struggle · Educator capacity · Family access to information



02 I Am Well and Connected.

Well-Being, Belonging, and Safety Are Priorities for Learning

Mental health supports · Conflict resolution and peer support · Secondary belonging



03 I Am Challenged and Included.

Every Student Experiences Rigorous and Inclusive Learning

Resilience and persistence · Access to rigorous coursework · Project-based learning



04 I Am Ready for My Future.

Every Student Builds a Path to Success After Graduation

Early career exploration · Community partnerships · Financial and life skills · A broader definition of success





GOAL 1

I Am Supported.



A Clear and Connected K–12 System of Student Support

Pittsford students have caring adults throughout the district. The opportunity is to create a more consistent approach across schools so students are noticed early and connected with the right support when they need it.

I Am Supported.

THE GOAL

By 2031, PCSD will build a consistent, cohesive system of academic, behavioral, and social-emotional supports that identifies student needs early, strengthens Tier 1 practices, and connects students with the appropriate adults, resources, and interventions so every learner can access a rigorous curriculum and graduate prepared for future success.

Priorities

1.1

Strengthen school cultures that promote belonging, academic confidence, and productive struggle

PCSD will strengthen learning environments where students feel safe to question and pose problems, embrace mistakes, seek support, and engage in challenging work.

1.2

Strengthen educator capacity to support diverse learner needs

PCSD will ensure that all educators are prepared to recognize, differentiate for, and respond to a range of academic, behavioral, and social-emotional needs within the classroom.

1.3

Improve family access to clear, consistent communication and support pathways

PCSD will communicate with clarity and consistency so families can easily find, understand, and use information about district supports, resources, points of contact, and key processes.

WHAT WILL BE TRUE BY 2031

FOR STUDENTS

A student who is struggling is noticed within weeks, not semesters, and knows which adult to go to.

FOR FAMILIES

Every family can find what support exists and who to contact, without needing an inside connection.

FOR STAFF

Every educator has the training and structures to meet the range of needs in front of them.



GOAL 2

I Am Well and Connected.



Well-Being, Belonging, and Safety Are Priorities for Learning

Pittsford students report strong relationships with adults, alongside growing well-being concerns that emerge earliest in the middle grades. This commitment strengthens early support and prevention across the district.

I Am Well and Connected.

THE GOAL

By 2031, PCSD will build a districtwide culture of well-being, belonging, and safety by expanding universal social-emotional learning, improving access to mental health supports, reducing bullying and peer conflict, and ensuring students feel known, valued, and connected from elementary school through graduation.

Priorities

2.1

Strengthen mental health and social-emotional supports across all schools to address students' wellness needs

PCSD will strengthen awareness, coordination, and navigation of mental health and social-emotional supports so students, staff, and families know where to turn when needs arise.

2.2

Strengthen student and staff capacity for conflict resolution, peer support, and restorative practices

PCSD will build consistent skills and practices that help students navigate conflict, seek support when needed, and contribute to positive school communities.

2.3

Strengthen belonging, connection, and student support across the secondary experience

PCSD will intentionally support students' sense of belonging as they transition into and through grades 6–12, with particular attention to the middle school years.

WHAT WILL BE TRUE BY 2031

FOR STUDENTS

Students know where to turn before a hard week becomes a crisis, and the middle grades feel connected.

FOR FAMILIES

Families understand what support exists, how a referral works, and what confidentiality means.

FOR STAFF

Staffing matches need, and adults are supported well enough to keep supporting students.



GOAL 3

I Am Challenged and Included.



Every Student Experiences Rigorous and Inclusive Learning

Pittsford outperforms New York State on nearly every measure. At the same time, differences in student outcomes and access to advanced coursework persist. Further analysis can help the district identify opportunities to expand access while maintaining high levels of rigor and achievement.

I Am Challenged and Included.

THE GOAL

By 2031, PCSD will ensure every student faces rigorous, meaningful learning and participates in classroom experiences that remove unnecessary barriers, honor student strengths, expand access to advanced opportunities, and support growth, regardless of starting point.

Priorities

3.1

Develop student resilience, confidence, and persistence in challenging learning environments

PCSD will strengthen learning environments where students are supported to take on challenging work, persist through difficulty, and view mistakes as part of the learning process.

3.2

Expand equitable access to rigorous coursework that fosters academic challenge and readiness

PCSD will review and strengthen pathways into advanced coursework so student access is based on demonstrated readiness, interest, and potential, not solely on grade cutoffs.

3.3

Promote project-based learning with purposeful technology use

PCSD will review instructional technology practices to ensure digital tools are purposeful, developmentally appropriate, and support student learning through hands-on, project-based approaches.

WHAT WILL BE TRUE BY 2031

FOR STUDENTS

Access to challenging work follows readiness and interest, and students have the persistence to stay in it.

FOR FAMILIES

Families understand how acceleration and advanced coursework actually work, early enough to act on it.

FOR STAFF

Teachers have the inclusive practices, and clarity about technology, to make rigor reachable for every learner.



GOAL 4

I Am Ready for My Future.



Every Student Builds a Path to Success After Graduation

Pittsford maintains a 96% to 100% graduation rate, reflecting strong student completion and preparation. The next opportunity is to ensure students are exposed early to a broad range of postsecondary pathways and understand that readiness for life after graduation can take multiple forms.

I Am Ready for My Future.

THE GOAL

By 2031, PCSD will ensure every student can explore, define, and pursue success on their own terms through varied and rigorous courses, real-world experiences, and guidance that begins in elementary school and expands through graduation, across college, career, trades, entrepreneurship, military, workforce, and skilled pathways.

Priorities

4.1

Introduce life skills and career pathway exploration beginning in the elementary and middle grades

PCSD will strengthen future readiness by helping students explore interests, strengths, life skills, and possible career pathways earlier in their educational experience.

4.2

Expand real-world career exploration through community partnerships

PCSD will strengthen partnerships with local professionals, employers, trades, businesses, and community organizations to help students explore a broad range of career pathways before making postsecondary decisions.

4.3

Ensure all students develop financial literacy and practical life skills

PCSD will strengthen opportunities for every student to learn essential financial and life skills, including budgeting, credit, taxes, planning, and other responsibilities connected to adulthood.

4.4

Broaden how student success is defined, measured, and celebrated

PCSD will recognize and support a wide range of postsecondary pathways, including four-year college, two-year college, trades, technical training, entrepreneurship, military service, workforce entry, and other meaningful next steps.

WHAT WILL BE TRUE BY 2031

FOR STUDENTS

Every student can name a path they chose, and has tried something real before choosing it.

FOR FAMILIES

Families see their child's intended path recognized and supported, whatever it is.

FOR STAFF

Staff can connect students to partners, pathways, and practical skills beyond a single definition of success.



With Gratitude

This strategic plan was shaped by the Pittsford community. Students, families, educators, staff, administrators, Board of Education members, and community partners shared their perspectives through surveys, focus groups, Community Design Day, and the District Planning Team.

Their voices helped identify what Pittsford should preserve, where greater attention is needed, and what the community hopes to achieve in the years ahead.

At the center of this work are Pittsford students, whose experiences and aspirations helped ground the priorities in this plan.

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