2026–2031 STRATEGIC PLANNING

# Superintendent's Conference Day

Pittsford Central School District

**October 9, 2026**

# Session Objectives

1

**Understand the plan**
Learn how Pittsford's goals, priorities, targets, and strategies fit together.

2

**Make meaning of the goals and priorities**
Discuss what each goal and priority asks the district to focus on.

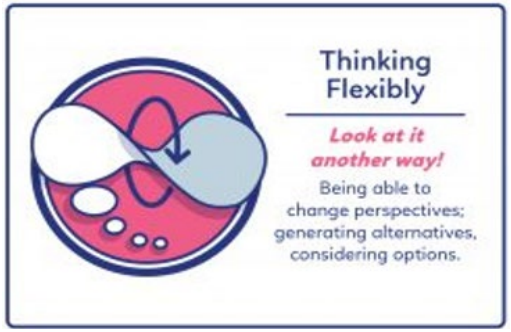
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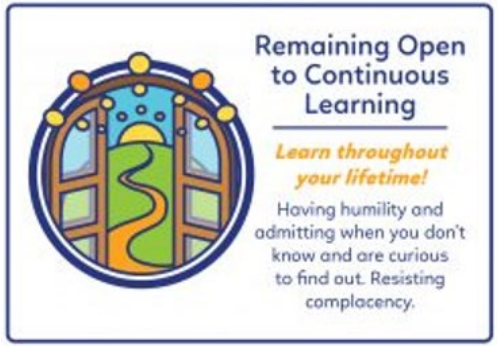
**Identify high leverage strategies**
Name what success could look like and what actions may help achieve it.

# District Core Values

- **Student Centered**
- **Supportive Environment for All**
- **Continuous Improvement**
- **Innovative and Future Focused**
- **Collaborative**

# Habits to guide our day



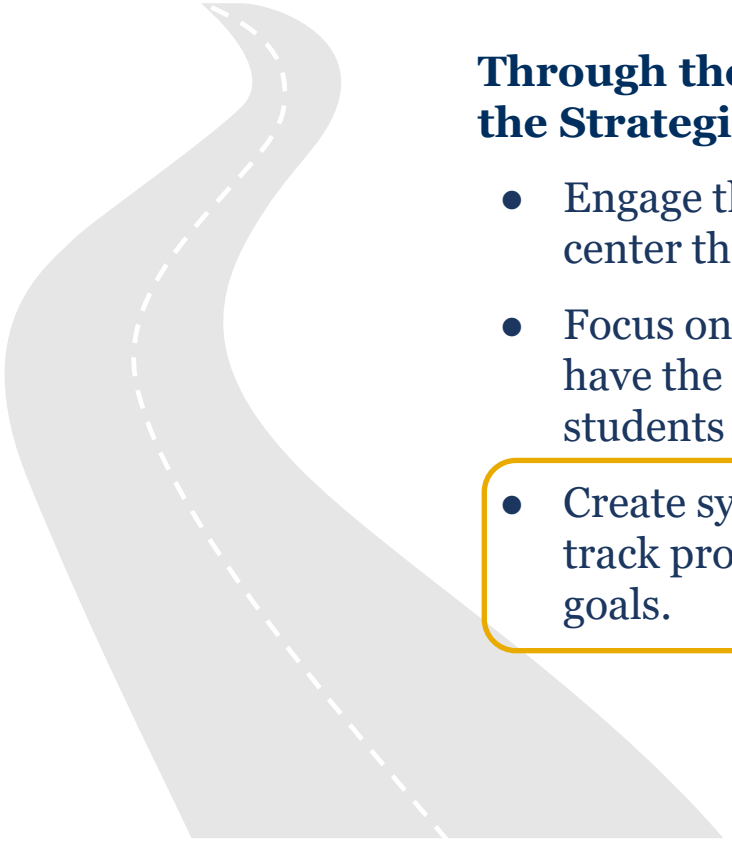






# What Is A Strategic Plan?

A Strategic Plan is a **roadmap** that defines the district's **goals, priorities, and action steps** for the next several years.

The Strategic Plan will ensure that **all decisions align with the district's vision and mission** for the students and community.



**Through the development of the Strategic Plan, we aim to:**

- Engage the community to center their voices.
- Focus on actions that will have the greatest impact on students and families.
- Create systems to regularly track progress towards the goals.

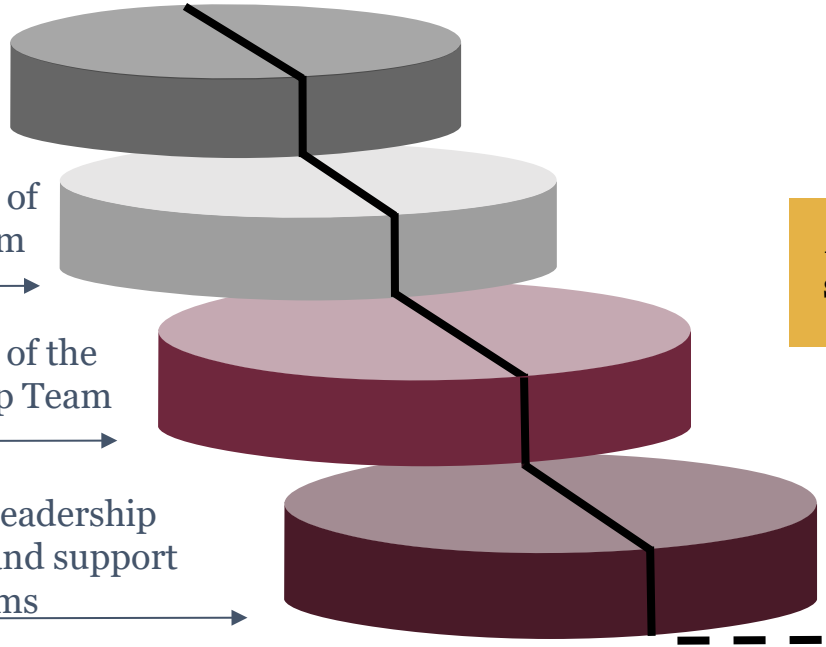
# Creating Alignment Across the System

Informs the leadership of the Board and the Superintendent

Informs the leadership of the Central Office Team

Informs the leadership of the Instructional Leadership Team

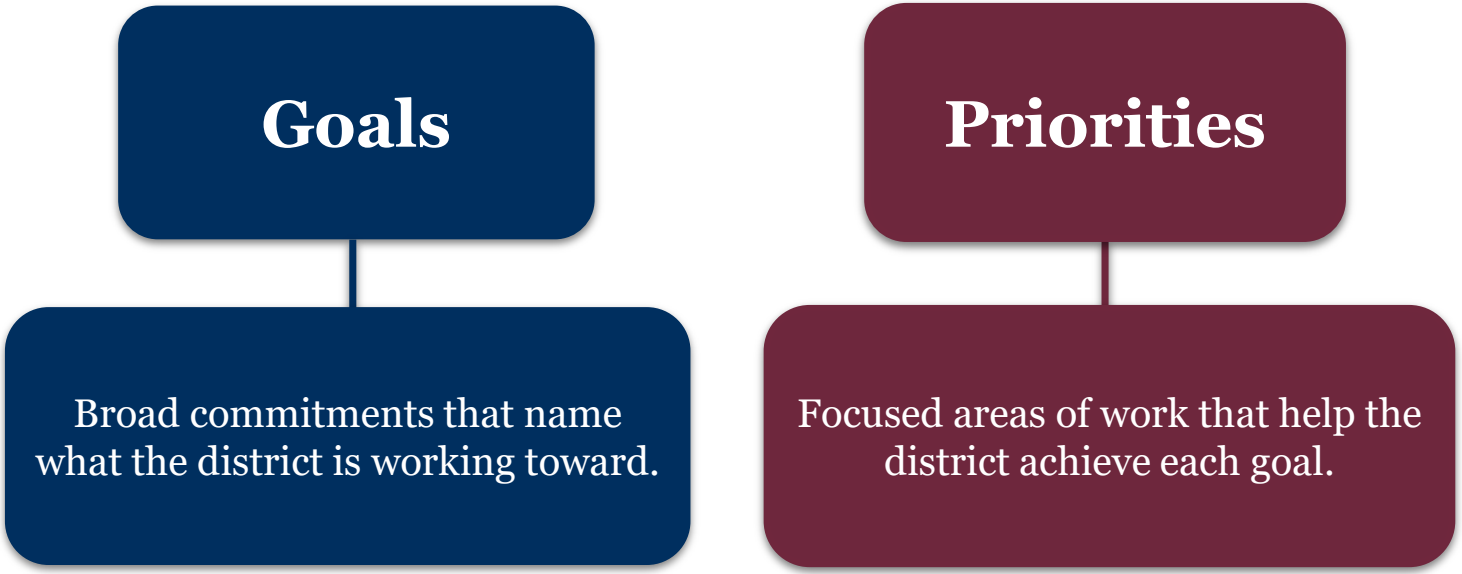
Informs the leadership of educators and support systems



**Alignment leads to the success of all students.**

# The Elements Of A Strategic Plan

The roadmap becomes usable when it is organized into a clear structure: goals set the direction, and priorities focus the work.



# Goal & Priority Review

**Now we will review each goal and what it means for the Strategic Plan.**

**We will spend the rest of our time together:**

- ➔ Processing the goal language
- ➔ Clarifying the priorities
- ➔ Discussing what success could look like
- ➔ Identifying focus priorities



# Four Strategic Commitments

## GOAL 1 I Am Supported

### A Clear and Connected K–12 System of Student Support

- 1.1 Strengthen school cultures that promote belonging, academic confidence, and productive struggle.
- 1.2 Strengthen educator capacity to support diverse learner needs.
- 1.3 Improve family access to clear, consistent communication and support pathways.

## GOAL 2 I Am Well and Connected

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

- 2.1 Strengthen mental health and social-emotional supports across all schools to address students' wellness needs.
- 2.2 Strengthen student and staff capacity for conflict resolution, peer support, and restorative practices.
- 2.3 Strengthen belonging, connection, and student support across the secondary experience.



## GOAL 3 I Am Challenged and Included

### Every Student Experiences Rigorous and Inclusive Learning

- 3.1 Develop student resilience, confidence, persistence in challenging learning environments.
- 3.2 Expand equitable access to rigorous coursework that fosters academic challenge and readiness.
- 3.3 Promote project-based learning with purposeful technology use.



## GOAL 4 I Am Ready For My Future

### Every Student Builds a Path to Success After Graduation

- 4.1 Introduce life skills and career pathway exploration beginning in the elementary and middle grades.
- 4.2 Expand real-world career exploration through community partnerships.
- 4.3 Ensure all students develop financial literacy and practical life skills.
- 4.4 Broaden how student success is defined, measured, and celebrated.

# What will be your 1%?




@melrobbins
This 1% Rule
Will Change Your Life
James, could you
4.4K
62
Save
Share
3
@melrobbins
Subscribe
This 1% Rule Will Change Your Life | Mel Robbins #Shorts

**Small Changes,**
**Repeated with Consistency.**

Big Impact Over Time.

# Goal 1: I Am Supported.



Think about a personal or professional moment when you wanted to quit but didn’t. What contributed to your perseverance?



Loading...

# Goal 1: I Am Supported.

## What we heard…

*“12 years ago 8.5% received special education, now it’s over 15%; ethnic and racial diversity has expanded; every single category has become more diverse...”- **staff member***

*“I appreciate when my teacher shares learning targets, so I know what skills I need to focus on.” - **student***

*"The elementary experience is wonderful- Principals, teachers, communication." - **parent***

*“Last meeting we talked about attendance and 9 different buildings had 9 different strategies.” - **staff member***

*“Sometimes the hardest classes don’t offer re-takes…or they make them harder. It feels like they're trying to trick us.” - **student***

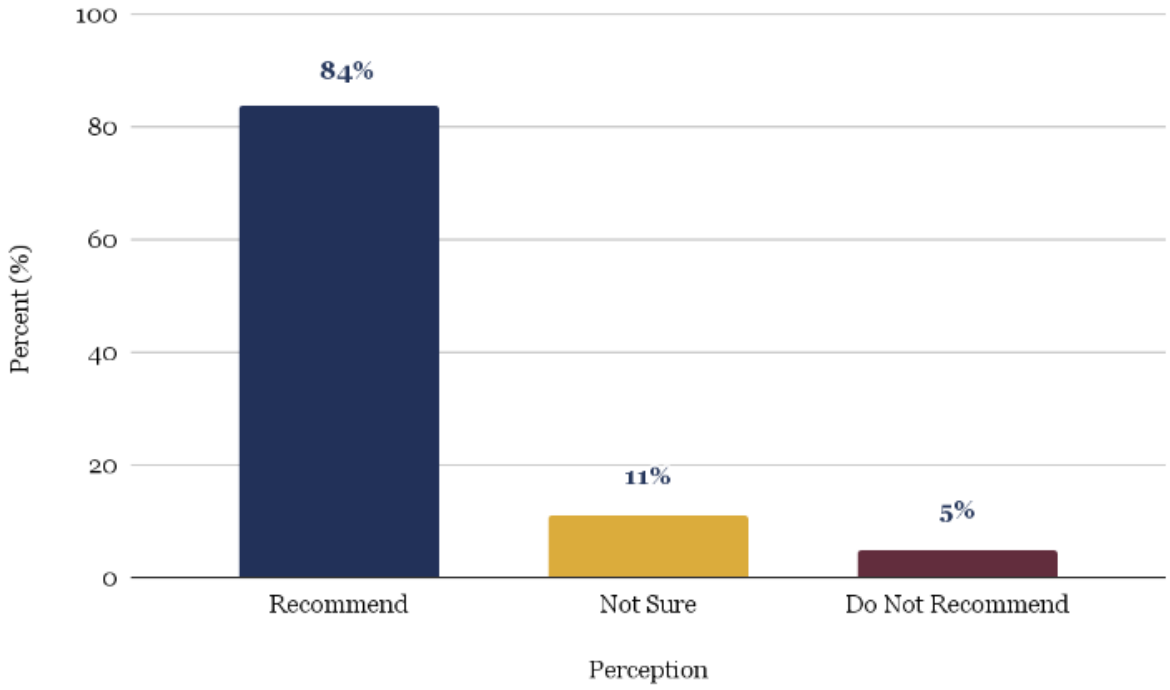


# Goal 1: I Am Supported.

## What we learned…



# Would You Recommend Pittsford Schools To Another Family?



# Inclusion

Being invited to the group.



- Being allowed to be part of the group, even if you still have to fit into the existing environment.
- Physical presence in the group.
- Meeting basic expectations to be included.

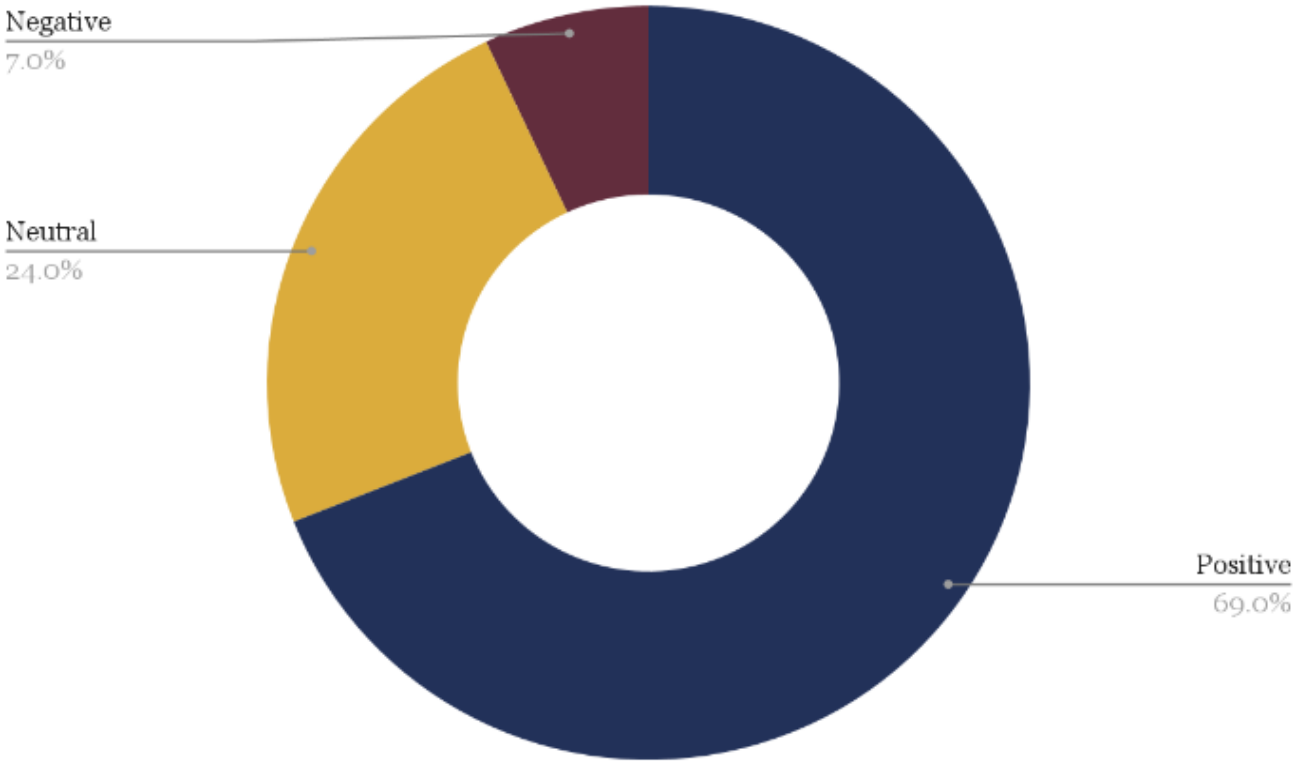
# Belonging

Being accepted, valued, and celebrated for who you are.



- An environment where everyone is welcome and valued for their unique strengths, differences, and contributions.
- A sense of connection and acceptance.
- Opportunities to contribute in meaningful ways.
- A culture where our differences are celebrated.

# Satisfaction with Students' Sense of Belonging



**Students with disabilities show substantially lower ELA proficiency across all grades, ranging from 23% to 47%, compared to 79% to 87% for general education students.**

Percent of Students with Disabilities Testing Proficient in ELA by Grade (2024-25)

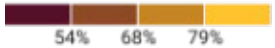
| Student Categories | All Students | Students with Disabilities | General Education Students |
|---|---|---|---|
| Grade 3 | 80% | 47% | 84% |
| Grade 4 | 78% | 41% | 83% |
| Grade 5 | 77% | 37% | 82% |
| Grade 6 | 73% | 23% | 79% |
| Grade 7 | 83% | 45% | 87% |
| Grade 8 | 80% | 43% | 86% |

43% 63% 83%

**Large ELA proficiency gaps appear by economic status, particularly in Grade 4 at 17% for economically disadvantaged students compared to 78% for non-disadvantaged peers.**

Percent of Students Testing Proficient in ELA by Grade and Economic Status (2024-25)

| Student Categories | All Students | Economically Disadvantaged | Non-Economically Disadvantaged |
|---|---|---|---|
| Grade 3 | 80% | 43% | 81% |
| Grade 4 | 78% | 17% | 78% |
| Grade 5 | 77% | 62% | 78% |
| Grade 6 | 73% | 50% | 74% |
| Grade 7 | 83% | 60% | 84% |
| Grade 8 | 80% | 55% | 81% |



# Goal 1: I Am Supported.

**A clear and connected K–12 system of student support.**

**Priorities:**

1.1 Strengthen school cultures that promote belonging and productive struggle.

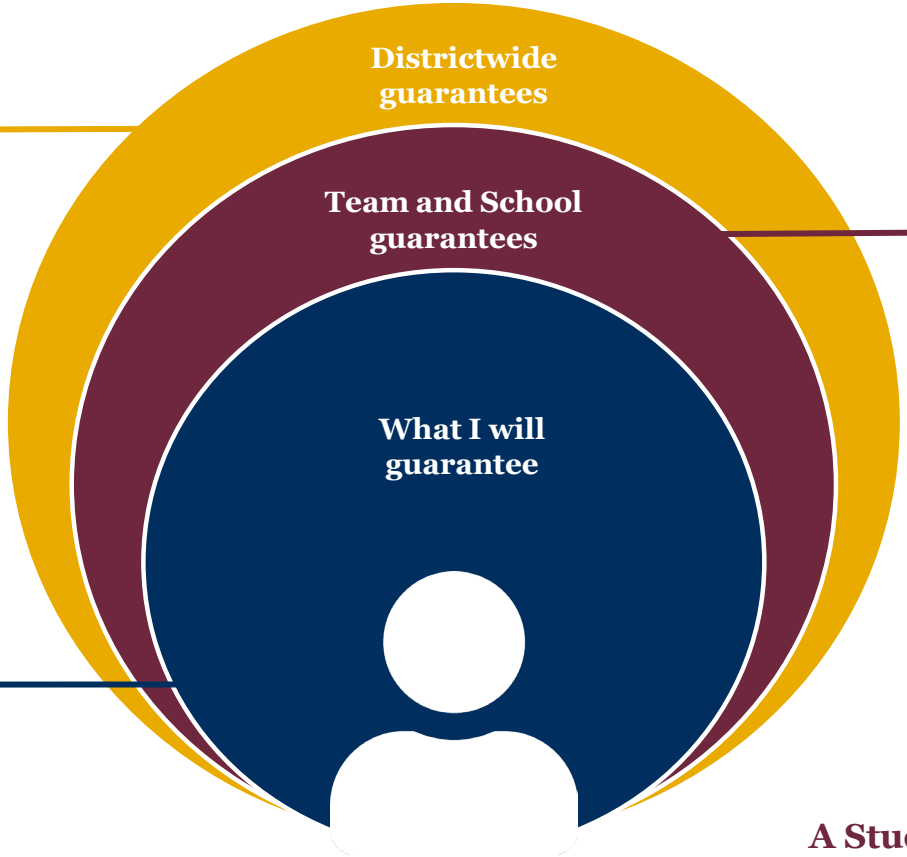
1.2 Strengthen educator capacity to support diverse learner needs.

1.3 Improve family access to clear communication and support pathways.



# Considering Our Role and Influence

Support programs to gather baseline data around belonging, academic confidence, and productive struggle (i.e.- Panorama)




Support administration and scheduling of survey to create baseline data

Give additional space for questions; use mistakes as opportunities to learn; growth mindset focus

GOAL 1
I Am Supported

**A Student Begins to Struggle**

# Goal 2: I Am Well and Connected.

**What are examples of social interactions and conflict resolution we would want students to successfully navigate?**



# Goal 2: I Am Well and Connected.

## What we heard...

*“My teacher asked me how I wanted a situation handled with a peer, and listened to my input, instead of deciding for me..” -**student***

*“Collaboration here is extremely positive; quality of the work is next level.” - **staff member***

*"Cultural experiences are encouraged and celebrated." - **parent***

*“The jump from elementary to middle school versus middle to high school seems bigger. They don’t tell kids in elementary school about middle school or mental health.” - **parent***

*“Middle school was the biggest time for mental health challenges.” - **student***

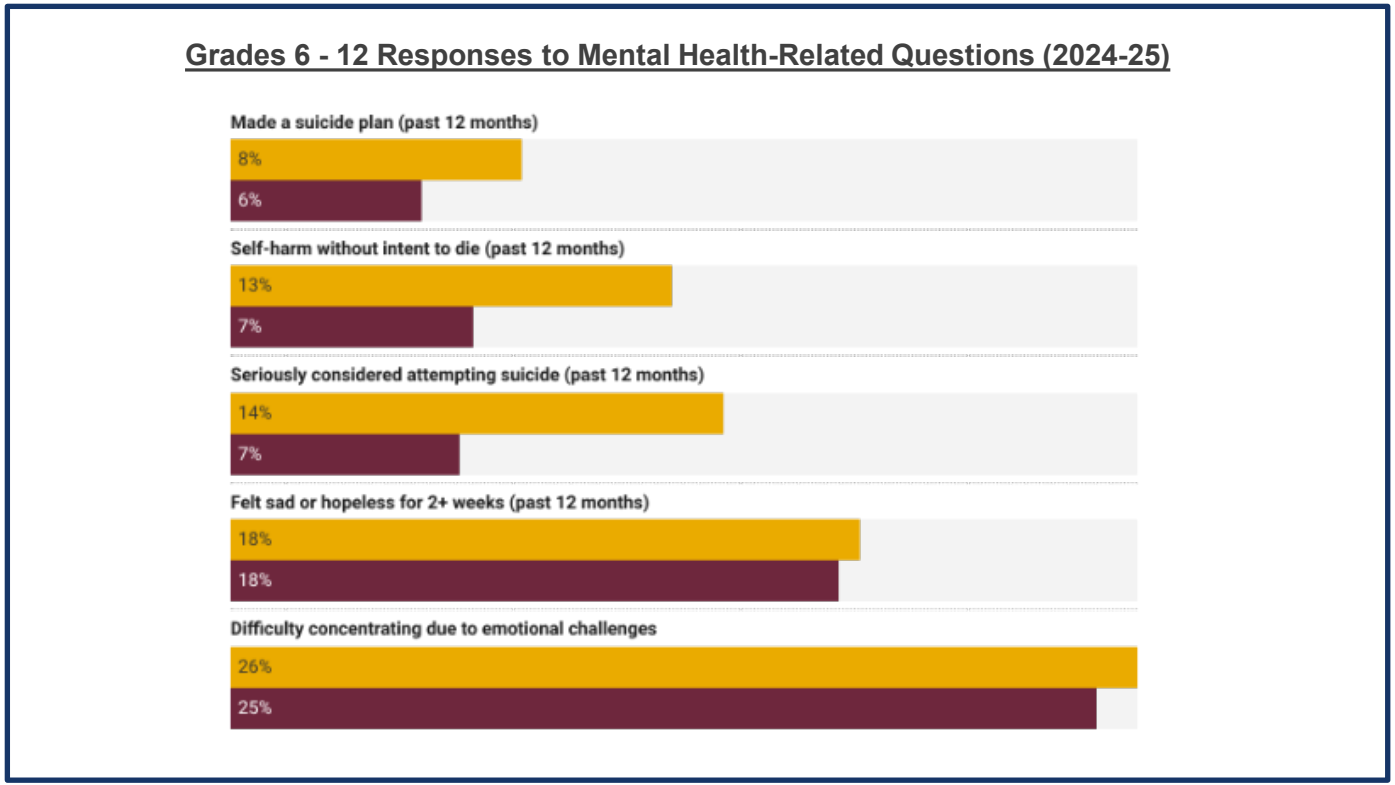


# Goal 2: I Am Well and Connected.

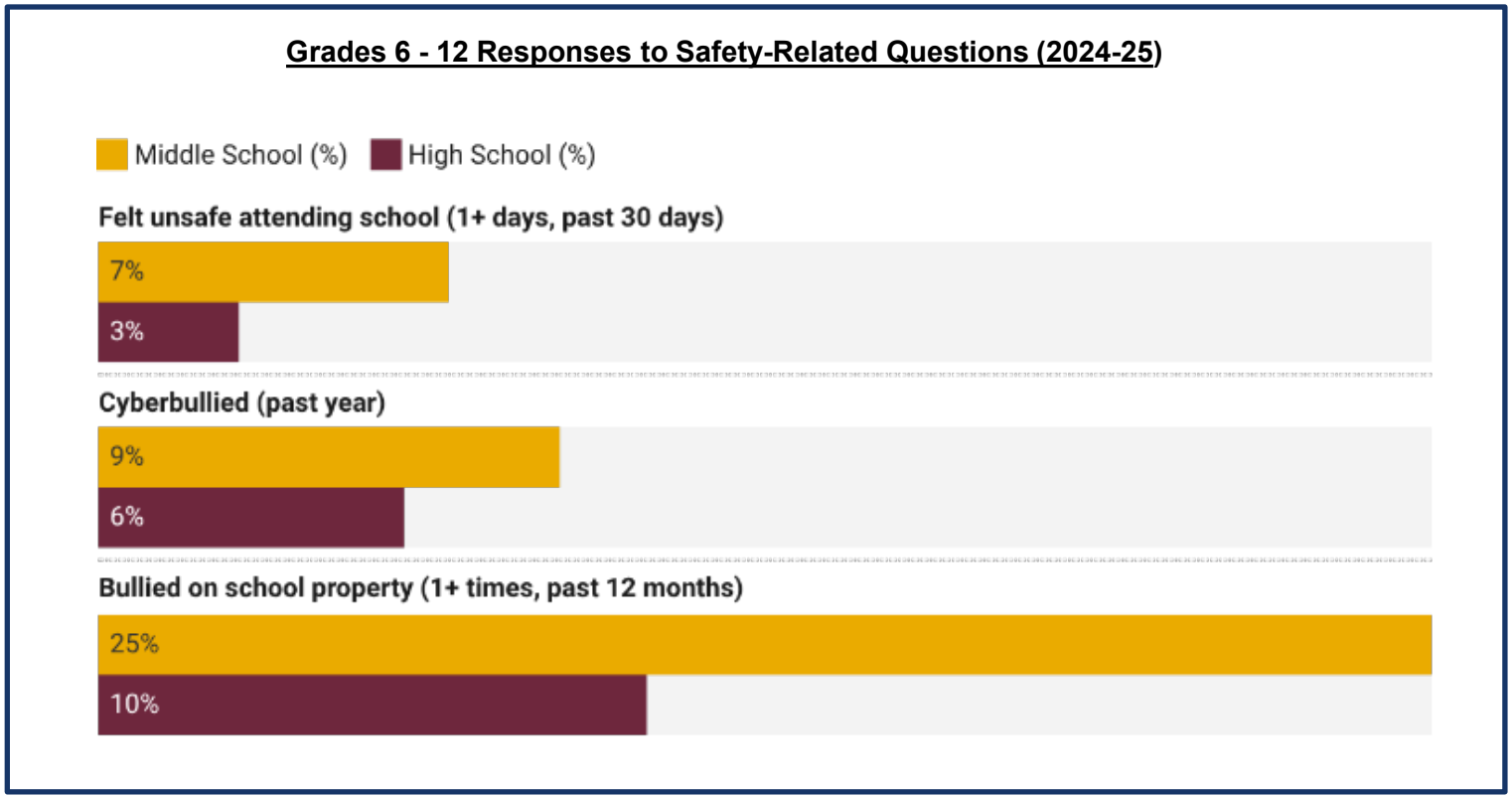
## What we learned…



**Middle school students report higher rates of distress-related indicators than high school students, signaling an earlier intervention window before symptoms intensify in later grades.**



**Bullying and perceived safety concerns are significantly more prevalent in middle school than high school, particularly for in-school bullying experiences.**



# Goal 2: I Am Well and Connected.

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

### Priorities:

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

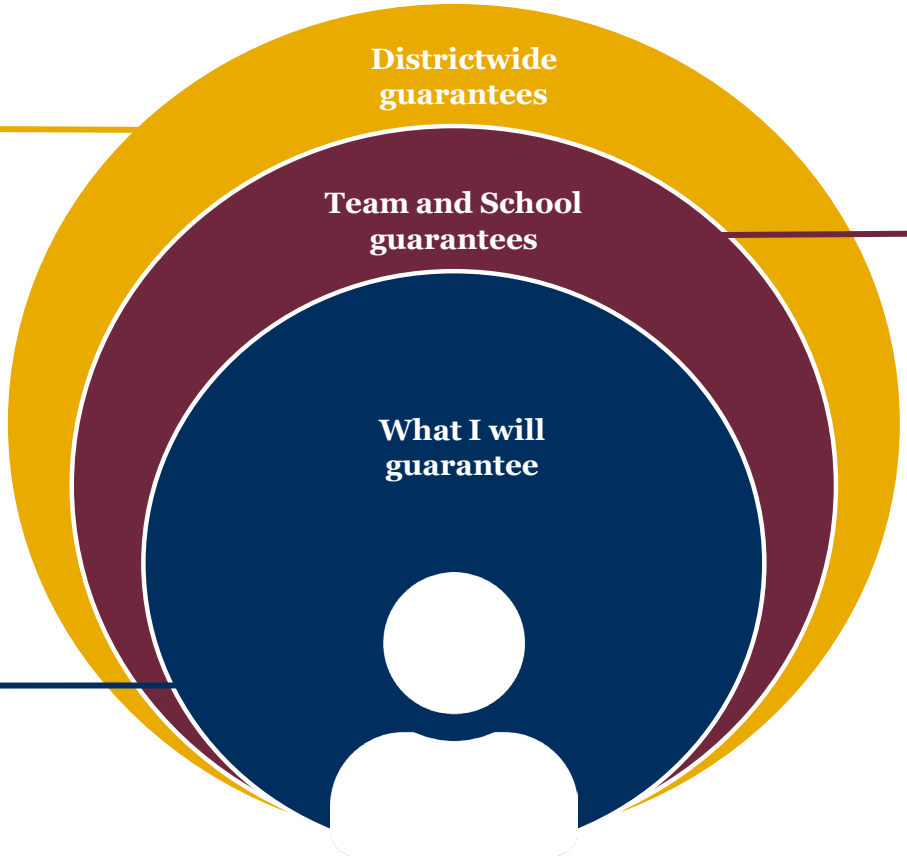
2.2 Strengthen student and staff capacity for conflict resolution, peer support, and restorative practices.

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



# Considering Our Role and Influence

Map current resolution, peer support and restorative practices; select common language to be introduced




Determine current practices in use, by grade-level band

Learn about restorative practices; Utilize community circles, academic circles, or other restorative practices to build community

GOAL 2
I Am Well and Connected

# Goal 3: I Am Challenged and Included.





# Goal 3: I Am Challenged and Included.

## What we heard…

*"Treated like professionals- especially at the teacher level; do what you need to do to support students; not constant oversight." - **staff member***

*"A lot of your high school trajectory is based on your 5th grade math performance." - **staff member***

*"It should be more clear what opportunities are available to challenge yourself."- **student***

*"There is inequity of information that creates inequities for students." - **parent***

*"I can respect the system, but I just think that separating students by how smart they are can be discouraging."- **student***

*"That's the way we've always done it."- **staff member***

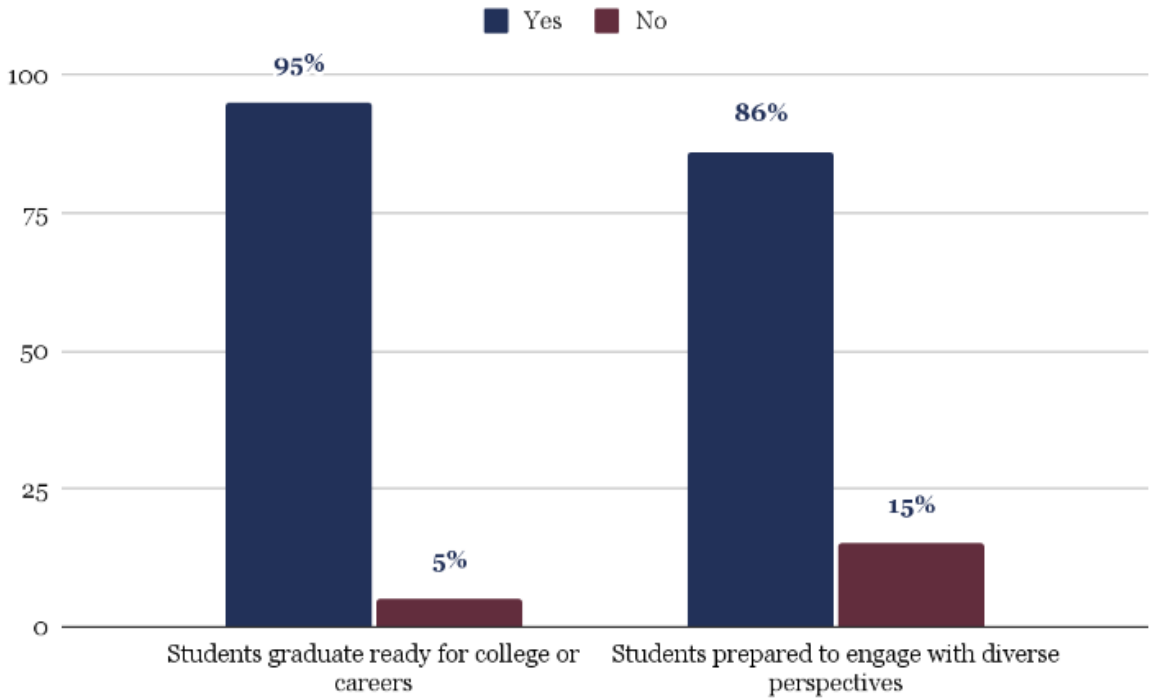


# Goal 3: I Am Challenged and Included.

## What we learned…



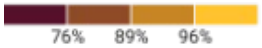
# Are Pittsford Students Prepared for their Future?



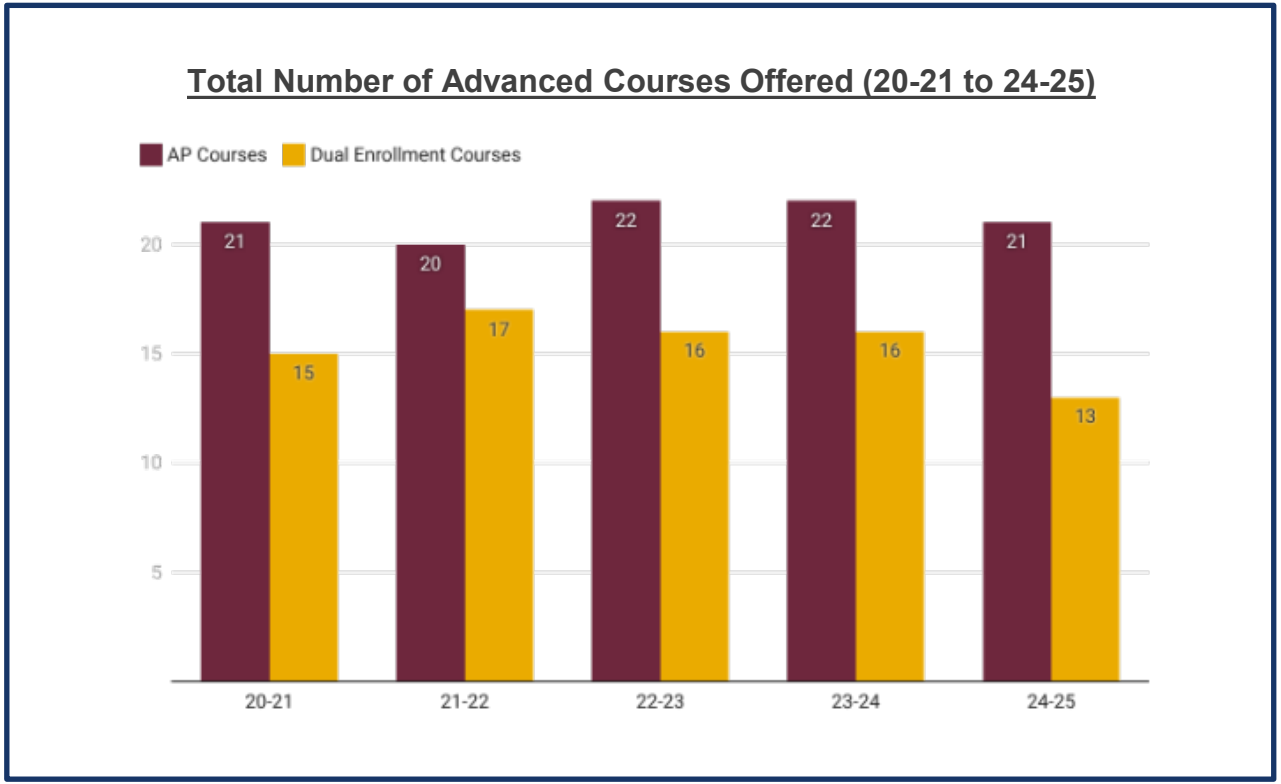
**Economically disadvantaged students trail peers across most Regents exams, with the largest gaps in Algebra I, Algebra II, and Global History.**

## Percent of Students Testing Proficient by Exam and Economic Status (2024-25)

| | All Students | Economically Disadvantaged | Non-Economically Disadvantaged |
|---|---|---|---|
| ELA | 95% | 78% | 96% |
| Algebra I | 92% | 63% | 93% |
| Geometry | 94% | 88% | 95% |
| Algebra II | 95% | 70% | 96% |
| Living Environment | 59% | -% | -% |
| Life Science: Biology | 97% | 85% | 97% |
| Physical Setting/Earth Science | 31% | -% | -% |
| Earth and Space Sciences | 90% | 56 | 91 |
| Physical Setting/Chemistry | 88% | 75 | 89 |
| Physical Setting/Physics | 64% | -% | -% |
| Global History & Geography II | 95% | 65 | 96 |
| U.S. History & Government | 96% | 84 | 97 |



**Pittsford has consistently offered 20 or more AP courses each year, while Dual Enrollment offerings peaked in 2021–22 and declined to 13 courses by 2024–25.**



# Count Of Students Taking More Than One AP Course

| Race | 2024-25 MHS Count | 2024-25 SHS Count | 2025-26 MHS Count | 2025-26 SHS Count |
|---|---|---|---|---|
| **Asian** | **68** | **59** | **69** | **60** |
| Free | 1 | 0 | 5 | 2 |
| Reduced | 2 | 2 | 1 | 0 |
| **Black** | **9** | **6** | **5** | **5** |
| Free | 1 | 0 | 1 | 0 |
| Reduced | 0 | 0 | 0 | 0 |
| **Hispanic** | **15** | **16** | **12** | **18** |
| Free | 0 | 0 | 0 | 3 |
| Reduced | 1 | 1 | 0 | 0 |
| **Multi** | **22** | **22** | **20** | **29** |
| Free | 2 | 0 | 0 | 0 |
| Reduced | 0 | 0 | 0 | 0 |
| **Pacific Islander** | **1** | **0** | **0** | **0** |
| Free | 0 | 0 | 0 | 0 |
| Reduced | 0 | 0 | 0 | 0 |
| **White** | **166** | **162** | **186** | **160** |
| Free | 1 | 1 | 6 | 3 |
| Reduced | 0 | 2 | 0 | 0 |
| **Grand Total** | **281** | **265** | **292** | **272** |

# Goal 3: I Am Challenged and Included.

## Every Student Experiences Rigorous and Inclusive Learning

**Priorities:**

3.1 Develop student resilience, confidence, persistence in challenging learning environments.

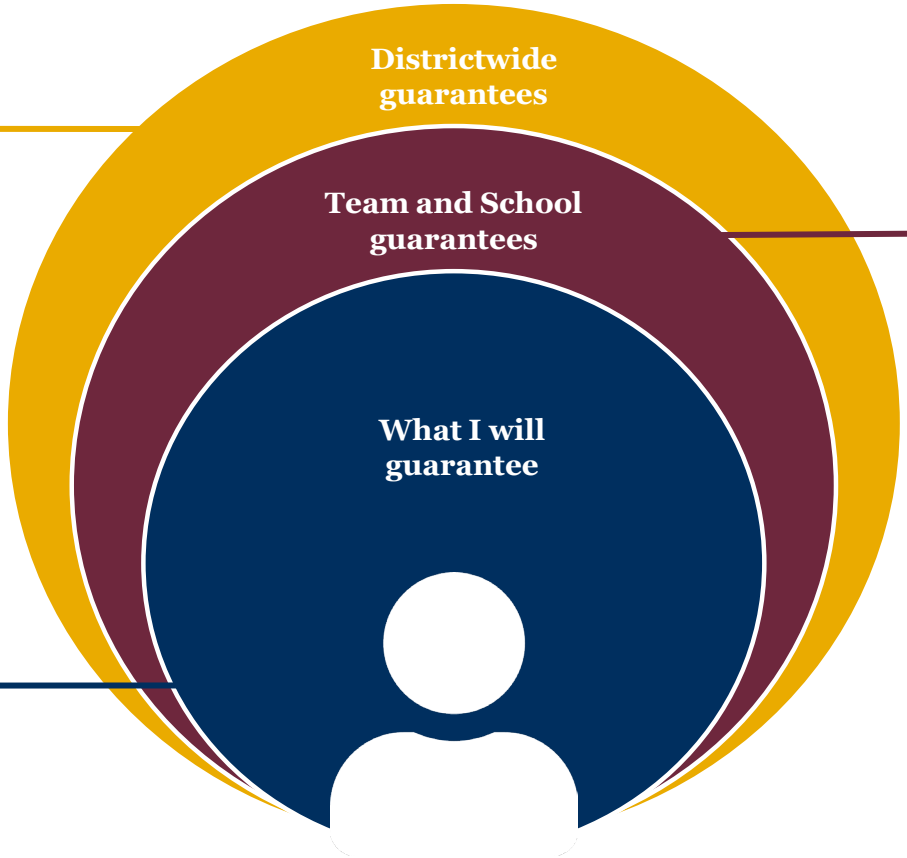
3.2 Expand equitable access to rigorous coursework that fosters academic challenge and readiness.

3.3 Promote project-based learning with purposeful technology use.



# Considering Our Role and Influence

Complete technology functionality assessment; deliver project-based learning professional learning




Inventory where PBL already exists; share districtwide supports for new projects; support time for interdisciplinary projects

Engage in learning about PBL; Incorporate PBL lesson into one unit this year;

GOAL 3
I Am Challenged and Included

# Goal 4: I Am Ready for My Future.

**Can you think of a childhood experience that piqued your interest in a particular pathway or career ?**



# Goal 4: I Am Ready for My Future.

## What we heard…

*“Rooted in strong tradition, things have always been really good — it’s fine.” -* ***staff member***

*“Future ready here means lots of APs… 15–20 applications.” -* ***staff member***

*"Kids are taking classes to be perceived a certain way, rather than what they are actually interested in." -* ***student***

*“There is a stigma around certain classes that make me not see value in them." -* ***student***

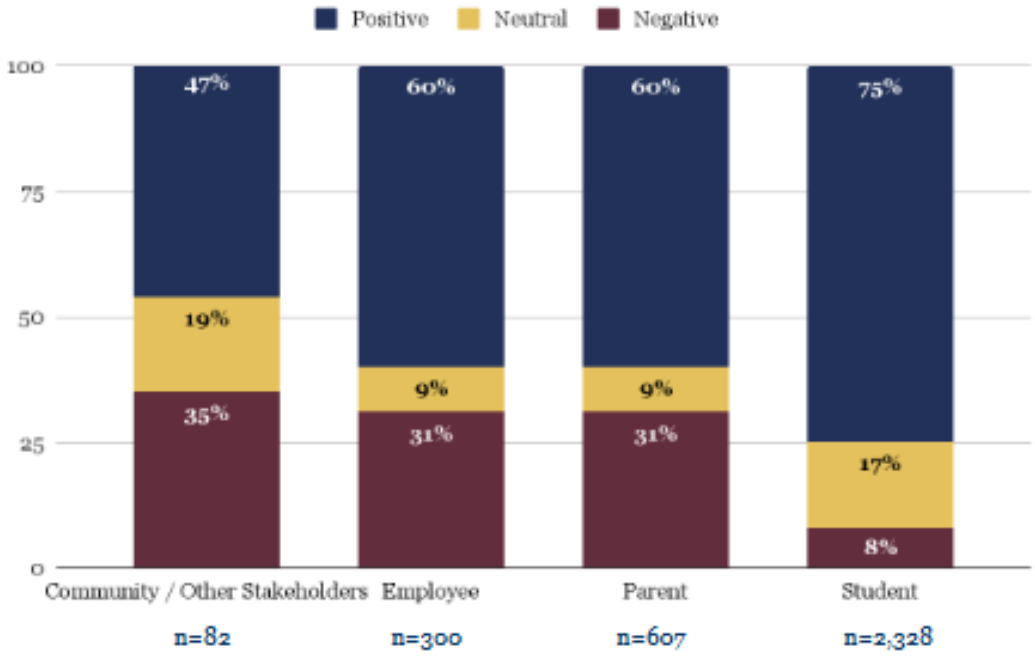


# Goal 4: I Am Ready for My Future.

## What we learned…



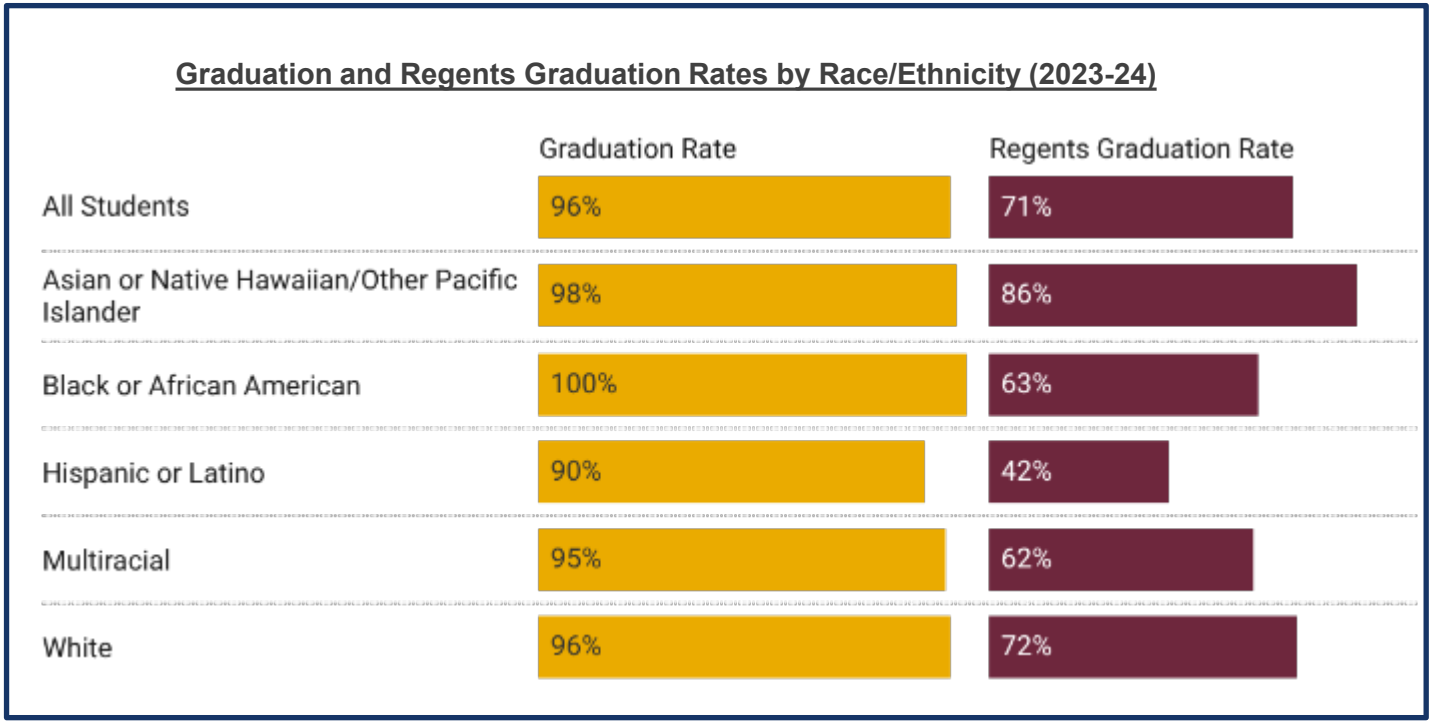
# Satisfaction with Pittsford Academic Programs by Respondent Group




*†n count varies slightly by question due to skipped responses.*

Pittsford Schools

**Graduation rates exceed 95% for most racial and ethnic groups in Pittsford, though Regents graduation rates are notably lower for Hispanic and Multiracial students.**



# Goal 4: I Am Ready for My Future.

## Every Student Builds a Path to Success After Graduation

### Priorities:

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

4.2 Expand real-world career exploration through community partnerships.

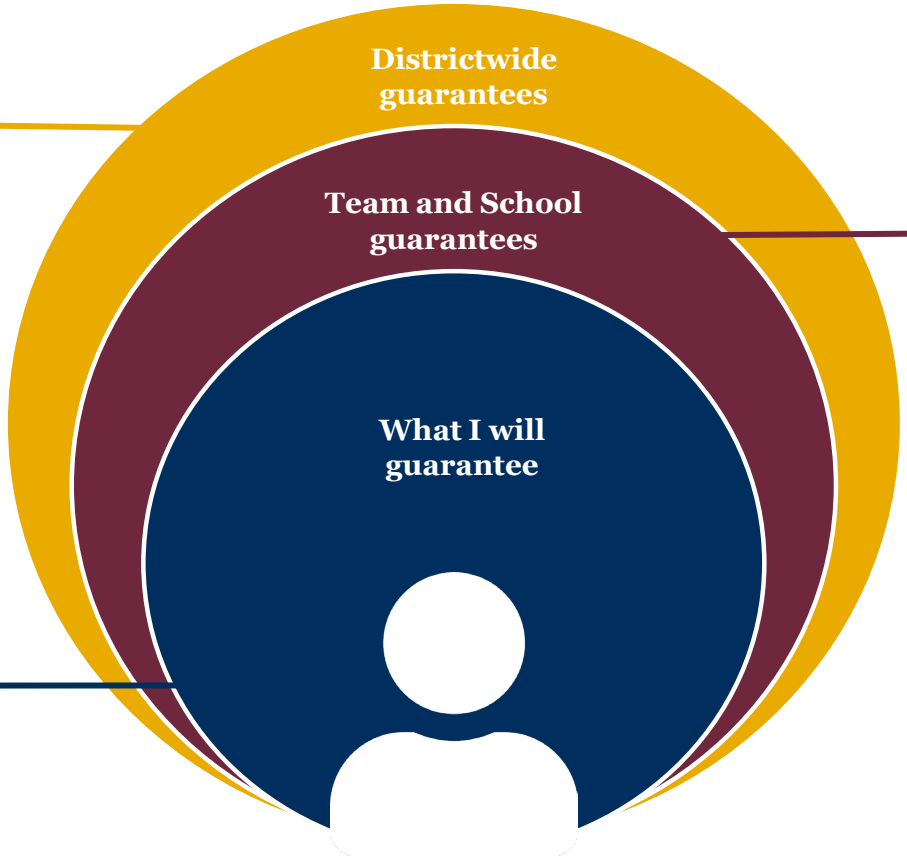
4.3 Ensure all students develop financial literacy and practical life skills.

4.4 Broaden how student success is defined, measured, and celebrated.



# Considering Our Role and Influence

Complete inventory of current partnerships, internships, and exploration experiences




Determine current partnerships (guest speakers, projects, field experiences, service learning, etc.; by grade level band

Make connections between student interests/experiences and careers; seek a community partnership to support real-world learning

GOAL 4
I Am Ready For My Future

# Session Objectives

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**Understand the plan**
Learn how Pittsford's goals, priorities, targets, and strategies fit together.

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**Make meaning of the goals and priorities**
Discuss what each goal and priority asks the district to focus on.

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**Identify high leverage strategies**
Name what success could look like and what actions may help achieve it.