

# DERUYTER CENTRAL SCHOOL DISTRICT



# 2025 -2028



## BLUEPRINT FOR EXCELLENCE

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## STRATEGIC PLAN



<https://www.deruytercentral.org/>



711 Railroad Street  
DeRuyter, New York 13052  
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Dear Members of the DeRuyter Public Schools Community,

It has never been more important to be focused, aligned and intentional in our work. We are very excited to share the results of our collaborative efforts to develop plans that will help us to continue growing and improving as we always strive for excellence.

Our “Blueprint for Excellence” is the result of planning sessions that were held with our Board of Education, Leadership Team, staff, parents, and community members. We worked with feedback gathered from the community this fall as we developed a plan that will help us continue to grow and achieve as we strive for excellence in all that we do.

This updated strategic plan will be the backbone for our work. It will serve as a roadmap in our efforts to connect with each child and family while enhancing our connections as a school and a community. We’re in this together and look forward to being your teammate in our continued effort to be a model school of excellence.

Thank you for your feedback and support. Your collaboration and teamwork make all the difference in the lives of children and the success of the district.

Sincerely,

Dr. Neal Capone  
Superintendent of Schools

Mrs. Jodi Wiesing  
President, Board of Education



# PROCESS INTRODUCTION AND OVERVIEW

## Blueprint Planning is intended to:

- Involve all members of the school community and reflect their shared perspectives.
- Allow stakeholder representatives to review community feedback to clearly define the district's mission, vision and core values.
- Engage a team in defining the priorities of the district and suggesting action steps to accomplish objectives.
- Facilitate action planning focused on identifying who, when and how the work will get done.
- Provide the district with a road map that is transparent, accountable, and focused.
- Enable the district's efforts to innovate, allocate resources and continuously grow in a coordinated, thoughtful, and aligned manner.
- Be an iterative, evolving, and ongoing process that builds from one year to the next while reflecting emerging needs and changing demands.

**October 2024:** Community feedback gathered.

**November 2024:** Community team assembled, mission/vision/core values reviewed, priority areas developed, strategies suggested.

**February 2025:** Revisions and review completed by the Leadership Team. Communication to the community and implementation of the plan with stakeholders.

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**October 2024:** Draft mission/vision/core values developed by the Board of Education and Leadership Team.

**December 2024:** Action plans developed that specifically identify what will be done to meet the objectives of each priority area and who will be responsible for leading the work.

# WHO WE ARE

Our shared core purpose, aspirations and expectations are clear:

## OUR MISSION

**Empowering** students to become **engaged**, compassionate, and productive members of the community through **transformative** educational experiences.

## OUR VISION

Our vision is to be a close-knit school community dedicated to nurturing the growth of the whole child, empowering each student to become an engaged, responsible citizen.

## OUR CORE VALUES

WE believe that we can achieve our vision and accomplish our mission if, in all of our work, we will strive to uphold the following core values:

**Integrity:** Acting with honesty and consistency, upholding ethical standards even when no one is watching.

**Resiliency:** The ability to bounce back from challenges, adapt to change, and persevere toward goals.

**Respect:** Valuing others by treating them with kindness, empathy, and recognizing their worth and contributions.

**Belonging:** Fostering an environment where everyone feels accepted, valued, and connected to the group.

**Care for Others:** Showing compassion, empathy, and support for the well-being and needs of those around us.



## OUR DISTRICT

DeRuyter Central School, nestled in the heart of DeRuyter, NY, is a small, close-knit educational community committed to nurturing personal growth and well-rounded development. Serving students from pre-kindergarten through 12th grade, the school prioritizes individualized attention, creative teaching practices, and a welcoming environment. Rooted in strong community connections, DeRuyter Central offers students a variety of opportunities that celebrate the area's rural charm and collaborative spirit. Emphasizing care, integrity, and a love of learning, the school prepares students to thrive in their unique paths and future endeavors.

## OUR COMMUNITY

The community surrounding DeRuyter Central School is a welcoming rural area with a strong sense of connection and pride. Nestled in the scenic rolling hills of Central New York, the town is deeply rooted in its agricultural heritage and hardworking values. Residents take pride in their commitment to education, local traditions, and community events, fostering a supportive and vibrant environment for families and students. With its rich history and collaborative spirit, the area offers a peaceful lifestyle that reflects the dedication and resilience of its people.

## OUR LEADERSHIP

### Board of Education

Jodi Wiesing, President

Daniel Degear, Vice-President

Lisa Benedict

Melanie Ackley

Connor Langevin

### Administration

Dr. Neal Capone;

Superintendent

Amanda Graham-Quirk;

Business Executive

Stephen Rafferty;

MS/HS Principal & Enrichment  
Coordinator

Jenny Valente;

Elementary Principal & Director  
of Special Education



# OUR PLAN



The **DeRuyter Central School Blueprint for Excellence** is a strategic framework designed to fulfill the district's mission of empowering students to become engaged, compassionate, and productive community members through transformative educational experiences. The vision reflects a commitment to fostering a close-knit school community that nurtures the whole child, empowering every student to grow into a responsible citizen. This mission and vision are supported by core values such as **Integrity, Resiliency, Respect, Belonging,** and **Care for Others**, which create a foundation for ethical behavior, adaptability, and empathy within the school environment.

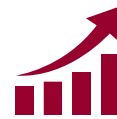
A primary focus of the Blueprint is **Academic Excellence**, with a goal to increase the percentage of students meeting state standards while addressing diverse learning needs. The district prioritizes early intervention, STEM education, and hands-on learning opportunities across all grade levels to enhance critical thinking and foster an innovative mindset. By equipping students with transferable skills, the district ensures they are prepared for the evolving demands of higher education and the modern workforce. This academic focus underscores the district's dedication to student success through dynamic and engaging learning experiences.

The **Student Experience** is another key priority, with the district committed to providing a safe, supportive environment that fosters accountability and growth. By offering a wide range of diverse opportunities and experiences, the district enhances students' personal and academic development. This commitment to inclusivity and belonging ensures that every student feels valued, accepted, and empowered to reach their potential. Through these efforts, the district cultivates a culture of respect and compassion, fostering strong connections among students, staff, and the community.

Lastly, the Blueprint emphasizes **Operations**, aiming to enhance collaboration and communication across the district. By improving operational procedures, supporting sustainable enrollment, and offering targeted professional development, the district strengthens its infrastructure to better serve students and staff. These efforts ensure that resources are used effectively to create a well-resourced, equitable, and high-performing educational environment. Together, these priorities reflect the DeRuyter Central School's unwavering commitment to excellence and its mission to nurture engaged, compassionate, and empowered students.

# PRIORITY AREAS

Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities to be focused on in order to fulfill the mission of the district. Goals have been developed for each area.



**Academic  
Excellence**



**Student  
Experience**



**Operations**

# PRIORITY AREA GOALS

<b>Academic Excellence</b>	<b>Goal:</b> We will increase the percentage of students meeting state standards, while addressing the diverse needs of all learners, including providing early intervention services, STEM course offerings and hands-on experiences at all grade levels. We will prioritize the development of critical thinking, an innovative mindset, and transferable skills that prepare students for future success.
<b>Student Experience</b>	<b>Goal:</b> We will provide all students with a safe and supportive learning environment that fosters accountability and offers a diverse range of opportunities and experiences to enhance their growth and success.
<b>Operations</b>	<b>Goal:</b> We will develop enhanced operational procedures that foster greater collaboration and communication, support sustainable enrollment growth, and improve overall performance through targeted training and professional development opportunities.





# ACTION PLANS

## Priority Area: Academic Excellence

**Goal: We will increase the percentage of students meeting state standards, while addressing the diverse needs of all learners, including providing early intervention services, STEM course offerings and hands-on experiences at all grade levels. We will prioritize the development of critical thinking, an innovative mindset, and transferable skills that prepare students for future success.**

Action Steps:	Person/People Responsible	Timeframe
<b>Literacy</b>		
Develop a robust Family Literacy Partnership Program:		
<ul style="list-style-type: none"> <li>Launch a Birth-to-Five Literacy Readiness Program.                             <ul style="list-style-type: none"> <li>a. Create a “Ready for Reading” program for families with children ages birth to five, offering workshops on literacy milestones, early learning activities, and pre-literacy skills.</li> <li>b. Partner with public libraries to provide resources and story time sessions focused on early literacy skills for young children and their families.</li> </ul> </li> <li>Investigate ways to promote and expand literacy engagement between home and school for all ages, PK-12.</li> </ul>	<p>School Librarian, Reading Department, English Department, Public Library Director</p> <p>School Librarian, Reading Department, English Department, Research and Development, District Planning Team (DPT)</p>	<p>25SY- R&amp;D</p> <p>26SY - Soft Launch</p> <p>26SY</p>
Build a Culture of Reading:	Principals, Reading Teachers, Elementary Classroom Teachers (Guest Readers), MS and HS Classroom Teachers, School Librarian	Ongoing

# ACTION PLANS

Curriculum		
Adopt a Research-based PK-6 ELA program aligned with Science of Reading (SOR).	ELA Program Review Committee	Spring/Summer 25SY
Develop a curriculum review cycle and a process and structure for monitoring and adjusting curriculum.	Admin Team, DPT	Fall of the 26SY
Complete well-defined scope and sequences and unit maps that are vertically aligned and articulated. Define the timeline for completion.	Classroom Teachers	Process started in the 25SY and ongoing
Design a PK-6 math curriculum around Eureka Math, exploring its application at 7-8, that promotes problem-solving, conceptual understanding, automaticity, skill transfer, and a positive mathematics disposition.		26SY
Incorporate Social and Emotional Learning (SEL) skills across the curriculum.	Classroom Teachers	26SY
Define and incorporate Life Skills Topics across the curriculum	Classroom Teachers	27SY
Instruction and Supports		
<p>Explore Innovative Curriculum and Teaching Practices:</p> <ul style="list-style-type: none"> <li>• Strength-based learning model</li> <li>• Expand hands-on learning experiences at all grades</li> <li>• Investigate makerspace concept</li> <li>• Explore internship programs and job shadowing opportunities</li> <li>• Authentic play</li> </ul> <p>Embrace the Portrait of a Graduate model that includes multiple graduation pathways.</p>	<p>Admin Team, DPT, Classroom Teachers, School Counselors</p> <p>Admin Team, DPT, Classroom Teachers, School Counselors</p>	<p>26SY/Ongoing</p> <p>26SY/Ongoing</p>
Student Achievement		
Identify district achievement goals and create a dashboard to track progress (state assessments, attendance, graduation rates, discipline referrals, ...)	Admin Team, School Board	26SY
Incorporate a Data Day in the fall of each school year to track yearly progress and to inform, monitor, and adjust programming.	Admin Team, DPT	26SY
Develop a systematic way for educators to look at student data regularly and intentionally, using student achievement to inform instructional practice.	Admin Team, DPT	<p>26SY - R&amp;D</p> <p>27SY - Implementation</p>

# ACTION PLANS

## Priority Area: Student Experience

**Goal: We will provide all students with a safe and supportive learning environment that fosters accountability and offers a diverse range of opportunities and experiences to enhance their growth and success.**

Action Steps:	Person/People Responsible	Timeframe
<b>Safe and Caring Environment</b>		
Build, grow, and maintain our Rocket Pride Program: <ul style="list-style-type: none"> <li>Continue and enhance the PK-4 program</li> <li>Grow 5-8 and 9-12 programs</li> </ul>	Admin Team, Student Support Team (SST)	25SY(Ongoing)
Increase parent participation opportunities.	Building Principals, Parent Teacher Organization (PTO)	25SY
Celebrate community-wide achievements.	Admin Team, Class advisors, Technology Team	25SY(Ongoing)
Promote and celebrate meaningful, organic, and authentic interactions between elementary and MS/HS students.	Admin Team	26SY (Ongoing)
<b>Attendance</b>		
Research best-practices that increase attendance and reduce absenteeism.	Admin Team, DPT, Classroom Teachers	26SY
Track attendance regularly and share results at regular intervals, celebrating successes and monitoring and adjusting strategies as needed.	Principals, SST	25SY
Improve internal and external support systems for improving student attendance: <ul style="list-style-type: none"> <li>Set up an internal system to improve alerting teachers and staff when students are not attending classes, activities, or assigned programs.</li> <li>Enhance our communication process that engages parents early in the absenteeism cycle and provides support to get students back to school quickly.</li> </ul>	Admin Team, DPT, Classroom Teachers, School Counselors, Technology Team	26SY

# ACTION PLANS

## Culture and Climate

Collect Culture and Climate (C&C) data, collaboratively analyze the results and collaboratively strategize how to best respond to the results.	Admin Team, DPT, Classroom Teachers, SST	Spring 25SY
Increase student voice opportunities and develop ongoing feedback loops.	Admin Team	26SY

## Accountability and Behavior

<p>Expand Responsive Classroom and Positive Behavioral Interventions and Support (PBIS) Training:</p> <ul style="list-style-type: none"> <li>• PK-4 - Develop and communicate a behavior and management philosophy rooted in the Responsive Classroom framework.</li> <li>• Schedule regular Responsive Classroom, and PBIS workshops for teachers, prioritizing staff who haven't yet received this training.</li> <li>• Provide follow-up sessions to review Responsive Classroom, and PBIS techniques, allowing teachers to share experiences and refine their practice.</li> </ul>	Building Principal	26SY
<p>Improve consistency and clarity for student behavior and expectations for MS/HS:</p> <ul style="list-style-type: none"> <li>• Update the Code of Conduct to ensure clear behavior management expectations, techniques, and steps for addressing various behaviors.</li> </ul>	Building Principal, Code of Conduct Committee	25SY - Spring
Develop a cohesive homework and grading philosophy.	Building Principals, DPT	27SY

## Opportunities and Experiences

<p>Explore student interest based electives and regional collaborations:</p> <ul style="list-style-type: none"> <li>• Conduct student interviews and surveys to identify popular elective interests.</li> <li>• Work with regional schools to explore shared electives or rotating specialty classes that allow students from multiple districts to participate. <i>(being mindful of contractual limitations)</i></li> </ul>	HS Principal, School Counselors	26SY
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# ACTION PLANS

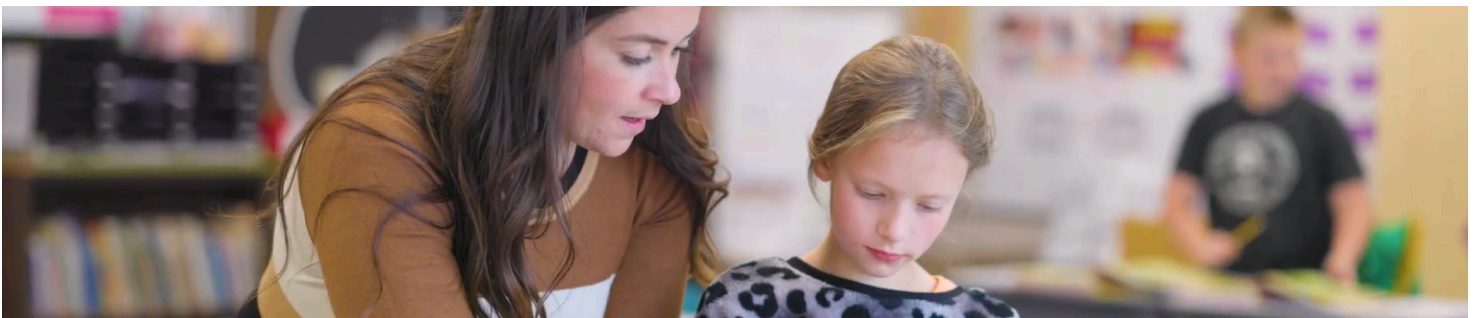
## Priority Area: Operations

**Goal: We will develop enhanced operational procedures that foster greater collaboration and communication, support sustainable enrollment growth, and improve overall performance through targeted training and professional development opportunities.**

Action Steps:	Person/People Responsible	Timeframe
<b>Communication</b>		
Develop a communication feedback system for staff and administration: <ul style="list-style-type: none"> <li>Establish regular feedback surveys where staff can share insights, suggestions, and concerns with the administration, fostering a safe environment for open communication.</li> <li>Create a feedback loop that allows administrators to share how common concerns were addressed, as appropriate, and share action steps taken in response.</li> </ul>	Admin Team, DPT, Employee Advisory Committee (EAC)	Fall 26SY
Develop a communication checklist: <ul style="list-style-type: none"> <li>Create a comprehensive checklist detailing communication channels (e.g., ParentSquare, email, social media, newsletters) and when to use each for specific types of updates.</li> </ul>	Admin Team, District Office, Tech Team	Summer before 26SY
<b>Enrollment and Sustainability</b>		
Increase DCS's Role as a focal community center: <ul style="list-style-type: none"> <li>Engage in the Community Schools Initiative with fidelity.</li> <li>Increase community involvement by opening school facilities for community events, workshops, and recreational activities, strengthening ties with local families.</li> </ul>	Admin Team, Custodial Team, Extracurricular Clubs, PTO, Boosters	Ongoing

# ACTION PLANS

<p>Collaborate with towns and village for community growth:</p> <ul style="list-style-type: none"> <li>• Partner with local town and village leaders to create a strategic plan focused on real property growth, considering factors like housing, community amenities, and economic development.</li> <li>• Work with community leaders to highlight the school's positive impact on the community, fostering a shared commitment to attracting and retaining families.</li> <li>• Explore grants or funding opportunities to enhance infrastructure and amenities that would make the community more attractive for families with school-aged children.</li> </ul>	District Office, Board of Education (BOE)	Spring 25SY (Ongoing)
<p>Implement exit surveys for departing families staff:</p> <ul style="list-style-type: none"> <li>• Create an exit survey for families leaving the district to understand the reasons behind their departure and gather insights for potential improvements.</li> <li>• Review survey feedback regularly to identify common themes and take action on issues that may impact retention.</li> </ul>	District Office	Spring/ Summer 25SY
<p>Enhance public relations (PR) and multimedia content:</p> <ul style="list-style-type: none"> <li>• Develop consistent PR strategies that showcase DeRuyter's programs, events, and achievements.</li> <li>• Highlight student stories, teacher accomplishments, and unique aspects of the school to build a positive image and attract new families.</li> <li>• Regularly update content to keep the school's website and social media presence active and engaging, making it a go-to source of information for prospective and current families.</li> </ul>	Admin Team, Tech Team, District Office	Spring 26SY

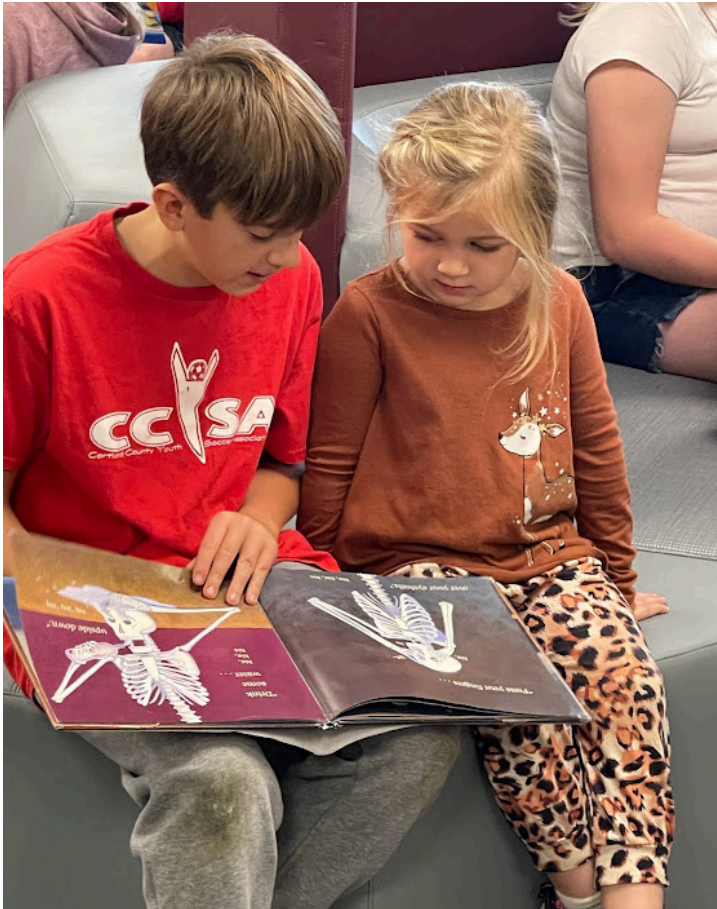


# ACTION PLANS

<p>Collaborate with neighboring districts for sustainability Initiatives:</p> <ul style="list-style-type: none"> <li>• Partner with nearby districts to share resources such as professional development, joint extracurricular activities or transportation, to improve sustainability.</li> <li>• Explore shared services agreements for certain administrative functions, purchasing or specialty programs, maximizing budget efficiency.</li> <li>• Hold regular meetings with district leaders to identify additional collaborative opportunities that can benefit all involved schools.</li> </ul>	Admin Team, DPT	26SY (Ongoing)
<p>Conduct regular surveys with graduates:</p> <ul style="list-style-type: none"> <li>• Create a survey or interview series for recent graduates to share their experiences at DeRuyter, focusing on strengths, challenges, and life preparedness.</li> <li>• Feature positive stories and testimonials from alumni on the school website and social media illustrating the value of a DeRuyter education.</li> <li>• Use feedback to improve current programs and provide success stories that promote DeRuyter to prospective families and students.</li> <li>• Create a “Hall of Success” display featuring profiles of successful DeRuyter alumni highlighting their career paths, achievements, and advice for current students.</li> </ul>	Admin Team, HS School Counselor	Spring/ Summer 26SY
<b>Training and Professional Development</b>		
<p>Board of Education training:</p> <ul style="list-style-type: none"> <li>• Establish yearly BOE goals.</li> <li>• Incorporate board member self-evaluation.</li> <li>• Incorporate board self-evaluation.</li> <li>• Develop yearly professional development (PD) plans for the board.</li> <li>• Create a work session schedule and a yearly BOE retreat.</li> </ul>	Superintendent, BOE	Spring 25SY

# ACTION PLANS

<p>Create an Annual PD Plan with clear objectives consistent with our Strategic Plan:</p> <ul style="list-style-type: none"><li>• Inclusive of:<ul style="list-style-type: none"><li>◦ Classroom Teachers</li><li>◦ Teacher Assistants (TAs)</li><li>◦ Counselors</li><li>◦ Custodial Staff</li><li>◦ Cafe Staff</li><li>◦ Support Staff</li><li>◦ Administration</li></ul></li><li>• Gather Feedback.</li><li>• Monitor and adjust as needed based on feedback.</li></ul>	Admin Team, DPT	Fall 26SY (Ongoing)
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# OUR NEXT STEPS AND ACCOUNTABILITY

Timeframe	Activity	Who
February, 2025	<ol style="list-style-type: none"> <li>1. Blueprint Plan Presented to the Community and Adopted by the BOE.</li> <li>2. Blueprint Plan “unpacked” and shared with the faculty and staff.</li> <li>3. Blueprint Plan unpacked with smaller groups.</li> </ol>	<p>Superintendent, BOE</p> <p>Superintendent</p> <p>Principals</p>
Quarterly	Blueprint updates provided to the BOE, community and staff.	Superintendent and Administrators
March	<ol style="list-style-type: none"> <li>1. Blueprint budget recommendations made.</li> <li>2. Blueprint expenditures finalized.</li> </ol>	Superintendent and Administrators
June	Final report and Blueprint updates provided to the BOE, community and staff.	Superintendent and Administrators
July	<ol style="list-style-type: none"> <li>1. Blueprint Planning Day held.</li> <li>2. Plan updated.</li> </ol>	<p>BOE</p> <p>Superintendent</p> <p>Administrators</p> <p>Staff</p> <p>Community Members</p>
Fall 2026	Blueprint refresh conducted.	<p>BOE</p> <p>Superintendent</p> <p>Administrators</p> <p>Staff</p> <p>Community Members</p>
Fall 2028	Blueprint Phase 2 developed.	<p>BOE</p> <p>Superintendent</p> <p>Administrators</p> <p>Staff</p> <p>Community Members</p>

# 2024-25 Blueprint Team

Angela Wood	Rex Vosburg
Ashley Creecy	Jill Wooding
Neal Capone	Travis Marshall
Erin Holl	Jessalyn Hawk
Destini Dorr	Vern Groves
Mary Shamblen	Connor Langevin
Jenny Valente	Heather Darrow
Juanita Hayes	Gordon Curtis
Yvonne Fish	Jodi Wiesing
Brittanie Metcalf	Lisa Benedict
Amanda Graham-Quirk	Melissa Wheatley
Winslow Skeelee	Dan Degear
Rachel Hyde	Jen Jones
Steve Rafferty	Nancy Parkhurst
Alyssa Shute	Melanie Ackley



# GLOSSARY OF TERMS

**Admin Team:** The DeRuyter administration team is currently composed of the superintendent, HS principal, elementary principal, and business executive. The Admin Team meets weekly.

**Authentic Play:** An educational approach that values self-directed, meaningful, and engaging play as a critical component of learning. Authentic play allows students to explore, create, and problem-solve in a natural and open-ended way, fostering creativity, collaboration, and deeper understanding. This approach supports cognitive, social, and emotional development by encouraging curiosity, imagination, and hands-on experiences in a supportive learning environment.

**English Language Arts (ELA):** The study of reading, writing, speaking, listening, and language development. ELA instruction in PK-12 schools focuses on building literacy skills, critical thinking, and effective communication to support academic success and lifelong learning.

**Employee Advisory Committee (EAC):** A committee of educators that meets semi-regularly with the administration to share ideas for making the work environment the best it can be

**District Planning Team (DPT):** The District Planning Team is the organizational body that leads school improvement efforts. It is composed of representatives from the school district and community. The planning team's focus is to assess and improve school effectiveness and student achievement. It also sets improvement goals and designs instruction, support services, and professional development around those goals. The planning team's focus is instruction, curriculum, and support for student learning, rather than school operations. Typically it focuses on the Strategic Plan and promotes teamwork and communication. DPT meeting notes can be found on the DCS website.

**Makerspace:** A hands-on, creative learning environment where students can explore, design, and build using a variety of tools and materials. Makerspaces encourage innovation, problem-solving, and collaboration through activities such as coding, robotics, engineering, arts, and crafting. These spaces support STEM (Science, Technology, Engineering, and Math) education and foster critical thinking and creativity.

**ParentSquare:** A unified communication platform designed to enhance school-to-home engagement by providing a secure and efficient way for schools to connect with families. ParentSquare allows for announcements, messaging, scheduling, and participation in school activities through a web-based platform and mobile app. DCS introduced ParentSquare during the 2023-24 school year and continues to expand its use to maximize its effectiveness in keeping families informed and engaged.

# GLOSSARY OF TERMS

**Rocket Pride Program:** A program at DCS that promotes and celebrates positive character traits through instruction, events, announcements, literature, and assemblies. Monthly character traits of focus include; responsibility, respect, compassion, gratitude, generosity, courage, acceptance, diversity, honesty, integrity, positivity, resilience, self-care, self-esteem, and citizenship.

**Scope and Sequence:** A structured plan that outlines the key learning objectives, skills, and content to be taught in a specific subject or course over time. The scope defines the breadth and depth of the material covered, while the sequence establishes the order in which topics are introduced to ensure a logical progression of learning. A well-developed scope and sequence supports consistency, alignment with learning standards, and the development of knowledge and skills from one grade level to the next.

**Science of Reading (SOR):** A research-based approach to literacy instruction that focuses on how the brain learns to read. The Science of Reading is grounded in cognitive and educational science and emphasizes key components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. This approach supports evidence-based teaching strategies to ensure all students develop strong reading skills.

**Social Emotional Learning (SEL):** The process through which students develop the skills to understand and manage emotions, build positive relationships, make responsible decisions, and demonstrate empathy. SEL fosters self-awareness, self-regulation, and social skills, supporting both academic success and overall well-being. Schools integrate SEL into the curriculum and school culture to create a supportive and inclusive learning environment.

**Strength-Based Learning:** An educational approach that focuses on identifying, developing, and leveraging students' individual strengths, talents, and interests to enhance learning and growth. This approach builds confidence, motivation, and engagement by emphasizing what students do well while supporting areas for improvement. Strength-based learning fosters a positive school experience and encourages a lifelong love of learning.

**STEM (Science, Technology, Engineering, and Mathematics):** An interdisciplinary approach to learning that integrates these four subject areas to develop critical thinking, problem-solving, creativity, and collaboration skills. STEM education emphasizes hands-on, real-world applications to prepare students for future careers and innovation in a rapidly evolving world.

**Student Support Team:** A team of DCS professionals, including principals, counselors, guidance counselors, and school psychologists, dedicated to supporting students' well-being. This group meets regularly to develop and monitor plans, address individual student needs, and provide proactive support for students' physical, social, and emotional development.



2024-2028

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