



**2015 – 2016
DISTRICT
OPERATIONAL
PLAN**

**DISTRICT THREE-YEAR
ACHIEVEMENT GOALS
2015–2018**

**MANAGEMENT
STATEMENTS/DIRECTION
2015–2016**

**DISTRICT STRATEGIC PLAN
(Condensed Version)**

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SOUTH COLONIE CENTRAL SCHOOLS

STANDARDS

"All Students Can Learn Well"

We value:

- integrity,
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- excellence,
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- self-worth,
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- caring,
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- inclusion,
-
- individuality,
-
- responsibility,
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- security,
-
- cooperation,
-
- learning, and
-
- optimism.

Each student will demonstrate:

- Self-Esteem;
- The Ability To Make Responsible Choices;
- Personal Visions And Plans To Achieve Them;
- The Use Of A Second Language;
- The Understanding, Respect And Acceptance Of People Of Different Race, Sex, Ability, Cultural Heritage, National Origin, Religion, And Political, Economic And Social Background, And Their Values, Beliefs, And Attitudes;
- The Skills To Acquire, Interpret And Transmit Information;
- Mastery Of All Essential Learner Objectives At All Levels Of Thinking;
- And The Ability To Work With Others To Reach Common Goals.

Filters for Action

We will make only decisions that are in the best interest of students.

We will not tolerate any action or circumstance that degrades any person.

We will not grant tenure of a permanent appointment to anyone that demonstrates less than excellence.

No new program will be accepted unless parents are involved in the development and the decision, appropriate provisions for effective staff development are made, adequate resources are provided, and a program assessment component is included.

We will practice participatory management (1) Those closest to the job know it best. (2) Strategic information flows downward and operational information flows upward. (3) Decisions should be made at the lowest appropriate level. (4) Accountability is commensurate with authority.



CORE VALUES

We Believe:

- ❖ That all children can learn.
- ❖ In educating the whole child so he/she can meet the District's Standards.
- ❖ In focusing on student achievement.
- ❖ In providing a comprehensive and enriched curriculum for all students reflecting the needs and available resources of the community.
- ❖ That the combined commitment of the Board of Education, staff, families, students, and community is the key to educational success.

MISSION STATEMENT

Preparing successful contributing citizens of the world through school, family and community partnerships, while addressing the diverse needs of all students.

DISTRICT ACHIEVEMENT GOALS – 2012–2015

Goal 1 – Increase Achievement Results for All Students

- Increase the percentage of students, Grades K-6, meeting grade level benchmarks on the Fountas and Pinnell literacy assessment.
- Increase Mastery rates across all subjects.
- Improve student achievement in Grades 5–6 in ELA and Math.
- Improve student performance on the NYS Assessments in Grades 3–12.
- Increase student enrollment in AP/College credit bearing classes.
- Increase graduation rates and the number of students receiving Advanced Regents Diplomas.

Goal 2 – Close the Gap

- Develop a more effective and comprehensive District-wide plan for improving student attendance.
- Improve student performance on NYS assessments in all subgroups, by using an inquiry method to identify at-risk students and design targeted interventions.
- Increase the proficiency rates for Grades 5–6 through the effective use of differentiated instruction.
- Increase consistency in content across grade levels, including the implementation of the Common Core Learning Standards.
- Monitor at-risk students and provide appropriate interventions.

Goal 3 – Focus on the Power of Literacy

- Integrate literacy across all content and special areas.
- Integrate the Common Core Learning Standards for reading and writing across all subject areas.
- Increase writing and the use of academic vocabulary across all disciplines.

Goal 4 – 21st Century Learners

- Provide opportunities for all students to engage in STEM-related activities.
- Develop District technology literacy benchmarks.
- Provide opportunities for students to gather and evaluate information from a variety of sources.
- Prepare students for College and Career Readiness by providing more opportunities, such as CEIP, CTE endorsements, and community partnerships.

Goal 5 – Support On-Going Character Education Opportunities

- Continue the implementation of building level character education initiatives including the Olweus Bullying Prevention program.
- Explore and provide service-learning opportunities for students.

2015-2016

**MANAGEMENT STATEMENTS /
YEAR-END PROGRESS REPORT**

INSTRUCTION

ACHIEVEMENT ACCOUNTABILITY

SPECIAL EDUCATION / INCLUSION

CHARACTER EDUCATION

GENDER EQUITY

MULTICULTURALISM

PROFESSIONAL DEVELOPMENT PLAN

ADMINISTRATION / MANAGEMENT

CAPITAL PROJECT

BUDGET DEVELOPMENT PROCESS

COMMUNICATIONS / PUBLIC RELATIONS

INFORMATION TECHNOLOGY PLAN

FISCAL RESPONSIBILITY

NEGOTIATIONS

LEADERSHIP

INSTRUCTION

ACHIEVEMENT ACCOUNTABILITY

The District believes that a strong accountability process focuses on student results and reporting student achievement to the public is fundamental for accountability and support. The State-mandated School Report Card will continue to be the base document and will be supplemented with key reporting elements measured by local District growth standards.

Overarching Performance Indicators:

- Meet and adjust to data reporting compliance requirements for the New York State Education Department and, when applicable, the Federal government.
- Present student achievement data in a straightforward format which is easy to understand.
- Present student achievement data with year-to-year comparisons that emphasize continuous progress. While we will continue this practice, continued adjustments in proficiency scores, the content, and the format of state standardized tests can make this challenging.
- Measure student achievement data against state and local standards.
- Oversee systems which track specific cohort success and/or challenges over multiple years.
- Develop and maintain a culture with Leadership Team and Teacher/Leaders who focus on overall academic achievement as well as individual student growth. Building and District level Data Inquiry Teams will continue to be critical for the success of this initiative.

SPECIAL EDUCATION / INCLUSION

The District believes that Special Education students are best served in an educational environment that is least restrictive and part of a continuum of services. Activities and programs to support inclusion will be supported and expanded.

Overarching Performance Indicators:

- Allocate Special Needs resources as related to actual student needs.
- Implement SED recommendations in regard to specific improvement plans.
- Continue to embed practices which strongly encourage inclusion in Common Core instruction.
- Continue to implement recommendations as identified by the P-12 Special Needs Advisory Committee on a UPK-12 continuum of services.
- Continue to provide Professional Development opportunities related to a Balanced Literacy and Writer's Workshop approach for the Special Education Department.
- Implement a culture and understanding of scaffolding vs. permanent services to allow for "stretching" and maximum academic growth for each individual student.

- Review and consider a third party audit to assess items such as student load vs. District-wide resource allocation, District-based vs. site-based decision-making, and the oversight and administrative structure of P-12 CSE Committee meetings.

CHARACTER EDUCATION

The District believes that Character Education should be an essential part of the curriculum at all levels. Activities and programs will be developed to promote and support character education as required by the SAVE (Safe Schools) legislation and DASA (Dignity for All Students Act) legislation.

Overarching Performance Indicators:

- Monitor all District policies, guidelines, programs and practices to assure the promotion of Character Education programming.
- Implement Code of Conduct standards and address issues related to behavior and character early.
- Strongly encourage District-wide vertical alignment of Character Education programs.

GENDER EQUITY

The District believes in equal opportunity for all students based on the following definition of “Gender Equity” by the U.S. Department of Education:

“Attaining gender equity in and through education means achieving equitable outcomes for females and males in all that is of value to individuals and society, as well as rethinking what we value to include frequently neglected strengths and roles traditionally associated with either gender.”

Overarching Performance Indicators:

- Monitor all District policies, guidelines, programs and practices to assure compliance with federal and state laws and regulations.

MULTICULTURALISM

South Colonie District standards support the concept of multiculturalism:

“The understanding, respect, and acceptance of people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic and social background, and their values, beliefs, and attitudes.”

Activities will be implemented and/or refined to ensure that the District multicultural program meets the needs of all students.

Overarching Performance Indicators:

- Continue to support all policies, guidelines, programs and practices that promote diversity.
- Track and provide appropriate academic support for students who are identified as underperforming in any data sub-group.

PROFESSIONAL DEVELOPMENT PLAN

The District-wide committee, comprised of administrators, teachers, parents, and community members, is charged with reviewing and updating all professional development and staff development opportunities.

Overarching Performance Indicators:

- Review the Professional Development Plan, revise as needed, and submit any changes to the Board of Education for approval by June 28, 2016.

ADMINISTRATION/MANAGEMENT

CAPITAL PROJECT

The Colonie 2020 Capital Project planning process will continue for Phase II during the 2015-2016 school year with the following items:

- Monitor communications for Phase I and II of the Colonie 2020 Capital Project and share information on the progress with the community.
- Monitor installation of the Solar Grant Capital Project.
- Monitor completion of on-going Phase I Capital Project work at Roessleville Elementary School.
- Plan for and monitor Legislative Grant bleacher replacement in the MUG and PIT gymnasiums.

Overarching Performance Indicators:

- Continue to monitor and address O&M “running lists” for facility needs in all District buildings.
- Continue to assess long-term program needs and note information for possible inclusion in Colonie 2020 Phase III and Phase IV.

BUDGET DEVELOPMENT PROCESS

The Board utilizes an open budget development process which encourages citizen participation. The process breaks the budget into specific department packages to promote a deeper understanding of the budget.

The continued underfunding of state aid revenue over multiple years has made this process extremely challenging. With that said, we will continue to focus on a balanced program that considers the needs of all students while looking for creative partnerships and opportunities to maximize our resources.

Overarching Performance Indicators:

- Continue to be proactive in the current climate of fiscal uncertainty; specifically, carefully project state aid and expenditure estimates. Determine tax levy limitation impacts, identify future program needs, and formulate a District-wide budget plan.
- Continue the open budget development process to facilitate understanding and support for the District.
- Welcome administrative staff participation in the budget development process.
- Use every possible strategy to stay “student focused” when making very difficult budget decisions.
- Join and contribute to advocacy efforts to support funding for public education.

COMMUNICATIONS / PUBLIC RELATIONS

The Board has established a District Communications Committee that is charged with working with the District's communication specialist to develop, implement, and monitor a systematic communications/public relations program.

Overarching Performance Indicators:

- Move toward implementing strategies to increase Family Engagement. Promote and support two-way communication with families to increase achievement and overall student success.
- Maintain positive relationship with the media and strive to increase positive public exposure.
- Continue to enhance the District website and utilize this tool to provide useful information to parents, students, staff, and community members.
- Expand the use of social media tools to share appropriate District information.
- Implement the use of the new SIS parental portal to its full potential (sharing materials and resources with parents, etc.).

INFORMATION TECHNOLOGY PLAN

The District-wide Information Technology Committee is charged with reviewing and updating the long-range technology plan, which guides the purchase of hardware and software. The Board of Education Information Technology Committee works with the Director of Human Resources, Safe Schools & Information Technology and the Assistant Superintendent for Instruction to provide support in implementing the plan.

Overarching Performance Indicators:

- Oversee the implementation of a new Student Information System (SIS) that provides needed District tools and allows for a parent portal for increased engagement.
- Meet compliance requirements as indicated by the State Education Department reporting mandates.
- Continue to adjust to new mandated data reporting requirements and share all of these changes with the staff members in a timely fashion.
- Develop a forward-thinking technology vision for students and staff.
- Establish a five-year purchasing plan which is reflective of the achievement targets of the District and infrastructure needs, guided by thoughtful planning and budget realities.
- In concert with the instructional leadership, evaluate existing software packages to assure alignment with updated Common Core Standards.
- Continue to utilize the South Colonie data warehouse and New York State data warehouse to improve business, personnel and instructional functions.
- Fully utilize hardware and software resources within the District.
- Establish a vision for lab utilization at various levels: software, hardware, and "student skill" needs (on-line assessment considerations, etc.).
- Pilot distance learning with our Alternative Education sites using available technology.
- Prepare to maximize the Smart Schools Bond Act resources.
- Prepare for District-wide Wi-Fi capability, and appropriate BYOD opportunities.

FISCAL RESPONSIBILITY

The Board of Education believes that students are the primary focus of the organization. The Board also recognizes its fiscal responsibility to the greater community, which supports the schools through taxes. The Board will strive to balance educational needs of students and its fiscal responsibilities.

Overarching Performance Indicators:

- Continue to monitor the District's fiscal position while continuing to restructure as we prepare for the proposed 2016-2017 proposed budget.
- Develop communication strategies to plan for the impact of the continuation of the Gap Elimination Adjustment (GEA).
- Continue to review and implement recommendations noted in the internal audit by the District's internal auditor.
- Continue to review and implement recommendations as noted by the District's external auditing firm.
- Continue to maintain a climate where student educational needs are carefully weighed against the current fiscal challenges and the community's ability to support existing expenses.
- Continue to work to develop long range plans where possible across the District. Some examples include Facilities, Information Technology and Achievement. Long-range plans developed will strive to balance future programming needs with available resources recognizing the current economic challenges.
- Continue to advocate for restored state aid and responsible public school funding.

NEGOTIATIONS

The District believes that all employees should be compensated fairly.

Overarching Performance Indicators:

- Continue to work toward agreements in regard to open labor group contracts.
- Review current labor agreements and begin to plan for future negotiations based upon the resources that are currently available.
- Collect information on current contract settlements in comparable districts in the Capital Region.
- Analyze contract provisions, establish District goals and prioritize for future negotiations.

LEADERSHIP

Overarching Performance Indicators:

- Oversee the utilization of State Education Department compliance standards including updated Teacher and Principal evaluation tools.
- Provide necessary and mandated professional development opportunities and in-service training for the Full Leadership Team. Continue partnerships to provide as many collaboration opportunities as possible.

- Continue to utilize district-wide Management Plans. Revise/refine to align priorities and adjust to current needs and conditions.
- Provide support as needed to new Leadership Team members or members that have changed responsibilities/assignments.



**STRATEGIC PLAN
FOR THE
SOUTH COLONIE CENTRAL SCHOOL DISTRICT**

Condensed & Updated
July 1, 2015

Presented by
New York State School Boards Association
AdvisorySolutions

April 2, 2007

Original Version on File in the District Office.

Reviewed by
Board of Education Strategic Planning Committee
December 4, 2007

BOARD OF EDUCATION

The South Colonie Central School District Board of Education is comprised of the following members:

David Kiehle, President
 Edward Sim, Vice President
 Christine Badger Mele
 Brian Casey
 Rose Gigliello
 Shelle Jaquish
 Neil Johanning
 Leonard Motto
 James (Tim) Ryan

BACKGROUND

The South Colonie Central School District serves approximately 5,300 students from Pre-K through Grade 12 and employs approximately 450 teachers. The District is located in a suburb of Albany, New York and is one of the largest school districts in the Capital Region, serving a community of 45,000 residents in a thirty-six (36) square mile area. The District currently operates five elementary schools which are structured as follows:

<u>Grades Pre-K through 4:</u>	Saddlewood Elementary Roessleville Elementary
<u>Grades K through 4:</u>	Forest Park Elementary Shaker Road Elementary Veeder Elementary
<u>Grades 5 through 8:</u>	Lisha Kill Middle School Sand Creek Middle School
<u>Grades 9 through 12:</u>	Colonie Central High School

INTRODUCTION

The South Colonie Central School District invited NYSSBA's *AdvisorySolutions* to submit a proposal that would look at the future of the District by means of a customized strategic planning process. This process involved the gathering of information and facts from the District by means of a review of related literature, District data, plans, and meeting notes. In addition to gathering facts, *AdvisorySolutions* consultants collected opinions and ideas from over 100 people in seven focus groups who were directly involved with the District. Collecting these opinions was considered important for two reasons. First, the collective intelligence of many people makes for more thoughtful, thorough, and sound decisions. Second, including many people in the decision process ensures a wider support base for project outcomes than would inform them of decisions after the fact. This reasoning was especially true for long-range strategic planning efforts of this

nature. Gaining the thoughts, opinions and support of people affected by the District is critical for the future success of the school district.

As the South Colonie Central School District Board of Education sets policy and provides direction in the years ahead, the strategic directions provided by these residents of the District will be a valuable resource.

METHODOLOGY

Planning for the future of the South Colonie Central School District proceeded in four phases:

- **Phase I – Planning the Plan**

During this phase, *AdvisorySolutions* consultants worked directly with the Board of Education and Superintendent of Schools to identify various stakeholder groups and individuals that will participate in the process, determine their selection process, and determine location, time frame, agenda and questions for meetings.

- **Phase II – Conducting Group Meetings**

During this phase, *AdvisorySolutions* consultants moderated seven focus group meetings involving more than 100 participants so that each participant had a fair opportunity to be heard. Meetings were conducted in an efficient and cordial manner with clear purpose, based on established ground rules.

- **Phase III – Developing a Working Draft of Mission, Values and Goals**

During this phase, *AdvisorySolutions* consultants gathered and consolidated the information and outcomes from the focus group meetings and working in conjunction with a liaison advisory committee, produced a working draft of the District's mission, values and goals. The liaison committee consisted of 15–20 individuals selected from the focus groups. The working draft was presented to the Superintendent of Schools and the Board of Education for review and comment prior to the production of the final draft. In this phase, *AdvisorySolutions* consultants served as a sounding board for the Superintendent and the Board regarding the information and outcomes emanating from the group work.

- **Phase IV – Final Report**

A final, written report of the South Colonie Central School District's Strategic Plan for the future was provided to the Board of Education by *AdvisorySolutions* consultants at a workshop meeting designed for that purpose. Publication and dissemination of the Strategic Plan was to be conducted by the District.

MISSION STATEMENT

The Mission Statement describes why we exist. The Mission Statement developed by the various stakeholders is:

“Preparing world class citizens for the 21st century through school and community partnerships while addressing the diverse needs of all students.”

Through subsequent dialogue and consensus, the Board of Education has updated that Mission Statement as follows:

“Preparing successful contributing citizens of the world through school, family and community partnerships while addressing the diverse needs of all students.”

CORE VALUES AND BELIEFS

Sound planning begins with statements that reflect the beliefs of an organization and are based on ideals held in common by the school and community. The Core Values and Beliefs, as identified by stakeholders, have been consolidated into general categories:

We Believe:

- ❖ That all children can learn.
- ❖ In educating the whole child, so he/she can meet the South Colonie Central School District standards.
- ❖ In focusing on student achievement.
- ❖ In providing a comprehensive and enriched curriculum for all students reflecting the needs and available resources of the community.
- ❖ That the combined commitment of the Board of Education, staff, families, students and community is the key to educational success.

STRATEGIC GOALS

The recommendation of the school community stakeholders for strategic goals have been summarized into eight strategic goals that can be utilized by the Board of Education and Administration for planning for the future of education in the South Colonie Central School District. They are broad statements that will be translated on an annual basis into specific objectives.

▪ **Student Needs/Program Offerings**

South Colonie will continue its curriculum review process and examine student achievement data in order to prepare all students for the global workforce, while addressing individual student needs and abilities.

- Student Demographics/Diversity
South Colonie will continue to examine the student demographics to propose programs and resources that will meet the needs of all students.
- Staffing/Professional Development
South Colonie will continue to recruit, train, and retain a staff that meets the high expectations for all positions in the District.
- Community Support
South Colonie will maintain and expand community partnerships to continuously ensure student success.
- Safety
South Colonie will continue to implement, monitor and improve the level of safety throughout the District.
- Finances
South Colonie will maintain sound financial practices, balancing outstanding programs with the community's available resources.
- Facilities
South Colonie will continue to maintain its stewardship of all District facilities and plan for all future needs.
- 21st Century Technology
South Colonie will develop a framework that allows all curriculum to incorporate evolving technology as part of its District Technology Plan.