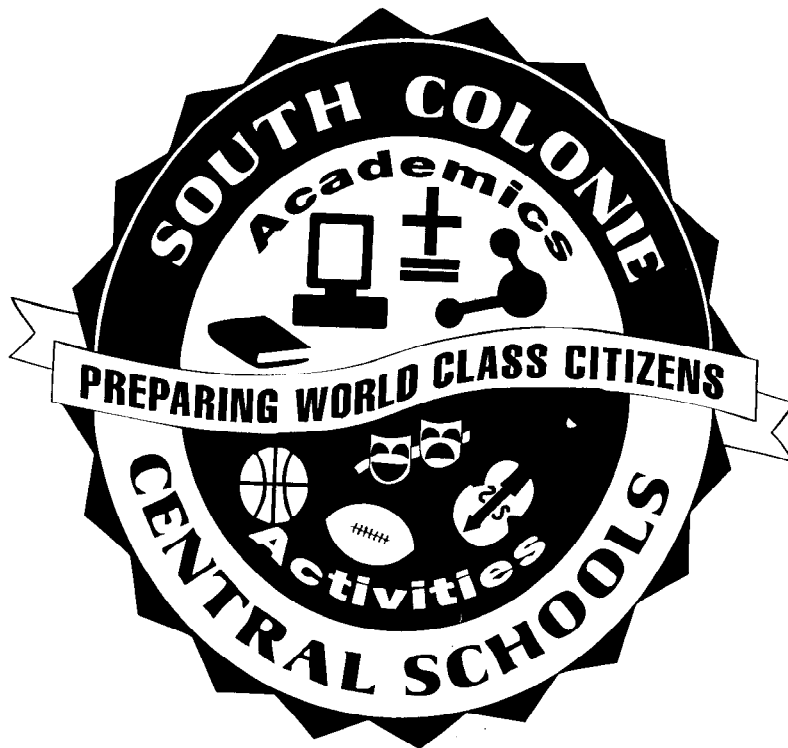


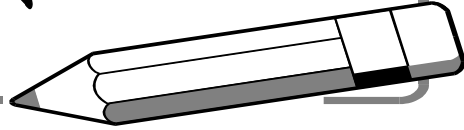
2010-11 Goals/Vision



Directions for the Future

Presented to Board of Education: September 7, 2010

INSTRUCTION



ACADEMIC PERFORMANCE

The District believes that all students can learn and achieve the New York State Standards through continuous progress. Continuous progress utilizes quantifiable measures of success (performance indicators) based on the previous year.

PERFORMANCE MEASURES (Indicators of Success):

Elementary/Middle/High School

- Increase overall performance of students on all assessments; specifically, work toward the revised goals based upon new state cut scores.
- Increase mean level growth on CAI programs
- Monitor the progress achieved in all new programs and initiatives.
- Adjust evaluation tools to meet state and federal regulations.
- Embed the new K-4 Reading/Literacy Program; implement/expand appropriate concepts into the 5th & 6th grade level.
- Develop and implement strategies to increase overall graduation rates.
- Develop and implement “early college initiatives” at the high school.
- Develop strategies to increase Science and Mathematics credits at the 8-12 level.

PLAN FOR MEETING STATE REGENTS STANDARDS

The District initiated and implemented an improvement project which included an all-Regents high school curriculum and established District standards. The New York State Board of Regents adopted a set of Regents goals and mandated State learning standards which included required Regents examinations. The District believes that the local plan to meet the standards must be monitored and adjusted to allow all students to succeed. We will continue to refine and implement the plan to ensure that students meet the Regents standards.

PERFORMANCE MEASURES (Indicators of Success):

- Use individual student achievement data to assist teachers in improvement of instruction.
- Continue to refine the development of tools which will track academic growth and overall achievement.
- Ensure success in meeting all standards through monitoring and implementing needed curriculum adjustments. Adjust to the adoption of national core standards in various disciplines.
- Continue to provide staff development opportunities for classroom teachers. Focus resources on mandated changes.
- Monitor the mentor teacher program and revise it, as needed.
- Monitor and provide support for Literacy Coach initiatives fully implementing Balanced Literacy strategies.

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 New York State and local District standards.

PERFORMANCE MEASURES (Indicators of Success):

- Present student achievement data in a straightforward format that is easy to understand.
- Present student achievement data with year-to-year comparisons and emphasize continuous progress. While we will continue this practice, major adjustments in proficiency scores will need to be noted.
- Measure student achievement data against state and local standards and expectations.
- Oversee systems which track specific cohort success or challenges over multiple years.
- Develop and maintain a culture with Leadership Team members which focuses on achievement and individual student growth.

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.

PERFORMANCE MEASURES (Indicators of Success):

- Continue to embed practices which support inclusion.
- Continue to implement recommendations as identified by the P-12 Special Needs Advisory Committee on the “continuum of services.”
- Continue to provide Professional Development opportunities related to a Balanced Literacy and Writer’s Workshop approach for Special Needs staff members.
- Begin to actively track “declassification” P-12.

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.

PERFORMANCE MEASURES (Indicators of Success):

- Monitor all District policies, guidelines, programs and practices to assure the promotion of Character Education programming.

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.”*

PERFORMANCE MEASURES (Indicators of Success):

- 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.

PERFORMANCE MEASURES (Indicators of Success):

- 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.

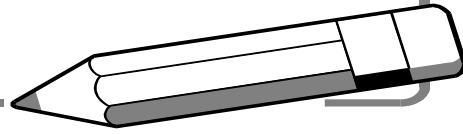
PROFESSIONAL DEVELOPMENT PLAN

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.

PERFORMANCE MEASURES (Indicators of Success):

- Review the Professional Development Plan, revise it as needed, and submit any changes to the Board of Education for approval by June 30, 2011.

ADMINISTRATION / MANAGEMENT



CAPITAL PROJECT

A Capital Project was approved by the voters in October 2006 for improvement of building environments and instructional facilities.

PERFORMANCE MEASURES (Indicators of Success):

- Monitor and address O&M “running lists” for facility needs in all District buildings.
- Begin to develop long range facility plans and considerations based upon the five-year facility inspection and internal O&M lists.

BUDGET DEVELOPMENT PROCESS

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

PERFORMANCE MEASURES (Indicators of Success):

- Continue to be proactive in regard to uncertainty; specifically, carefully project state revenue estimates and adjust planning as needed on a District-wide basis.
- Continue the open budget development process.
- Continue administrative staff participation in the budget development process.
- Continue to focus on effective communication in the months leading up to the actual budget vote.

COMMUNICATIONS/PUBLIC RELATIONS

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

PERFORMANCE MEASURES (Indicators of Success):

- Maintain positive relationship with the media and strive to increase positive public exposure.
- Add enhancements to the District website and utilize this tool to provide useful information to parents, students, and community members.

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 Supervisor of Information Technology to provide support in implementing the plan.

PERFORMANCE MEASURES (Indicators of Success):

- * Continuation of the development of student achievement/growth reports which identify specific student needs.
- * Continue to utilize the South Colonie data warehouse and New York State data warehouse to improve business, personnel and instructional functions.
- * Continue to develop curriculum initiatives which support the use of instructional technology as another delivery tool for specific content.
- * Continue to phase-in the recommendations from the long-range information technology plan to make a cohesive and unified information technology system.
- * Fully utilize hardware and software resources within the District.
- * Adjust to new mandated data reporting requirements.

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.

PERFORMANCE MEASURES (Indicators of Success):

- * Continue to monitor the District's fiscal position to ensure sound practice and policies.
- * Continue to review and implement recommendations noted on 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.

NEGOTIATIONS

The District believes that all employees should be compensated fairly.

- * Review current labor agreements and begin to plan for future negotiations.

LEADERSHIP

- Adjust the current evaluation process to meet 2010 state and federal laws while focusing on academic, results, collaborative goals, and individual professional growth.
- Implement additional professional development opportunities for the Full Leadership Team.
- Implement District-wide management plans.