

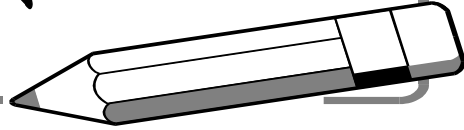
2011-12 Goals/Vision



Directions for the Future

Approved by Board of Education: October 18, 2011

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

- Improve overall performance of sub-groups of students in schools who have been identified as “in need of improvement.” Specifically, work to improve results for students with Special Needs across the district.
- Increase overall performance of students on all assessments; specifically, work toward the revised goals based upon new state cut scores.
- Evaluate Computer Assisted software programming to verify quality and alignment with revised New York State Standards.
- Monitor the progress achieved in all new programs and initiatives.
- Develop tools and provide training to meet State APPR evaluation standards for principals and teachers.
- Embed the new K-4 Reading/Literacy Program; implement/expand appropriate concepts into the 5th & 6th grade level.
- Continue to monitor cohort tracking strategies at the high school level to increase overall graduation rates.
- Continue to expand “early college opportunities” at Colonie Central High School.
- Encourage strategies which 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):

- Implement Achievement Data Inquiry teams to inform instruction.
- Continue to refine the development of tools which will track academic growth and overall achievement.
- Ensure success in meeting all academic requirements through monitoring and implementing needed curriculum adjustments. Adjust to the adoption of the Common Core Learning Standards.
- Continue to provide staff development opportunities for classroom teachers. Begin to focus available resources toward mandated time sensitive requirements.
- Monitor the Mentor Teacher Program and revise as needed.
- Monitor and provide support for building level Literacy Coaches and fully implement 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 which is easy to understand.
- Present student achievement data with year-to-year comparisons that emphasizes continuous progress. While we will continue this practice, major adjustments in proficiency scores and the content and format of state standardized tests should be noted.
- 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 members which focuses on overall academic achievement as well as 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):

- Complete the District Needs Assessment of the Special Education Department and review focus group recommendations.
- Evaluate Special Needs resource allocation as related to actual student achievement results.
- Implement SED recommendations in regard to specific building improvement plans.
- Continue to embed practices which strongly encourage inclusion in core instructional settings.
- 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 in any data sub-group.

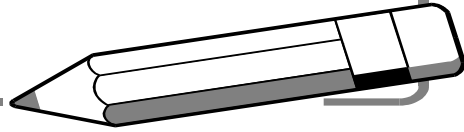
PROFESSIONAL DEVELOPMENT PLAN

*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.*

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 29, 2012.

ADMINISTRATION / MANAGEMENT



CAPITAL PROJECT

A Capital Project planning process will be initiated in 2011-12 to begin to lay the groundwork for a future referendum. The facilities review phase will engage key stakeholders in a process to gather information and identify projected capital needs for the 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.
- Schedule and complete Capital Project community meetings, reviewing District needs based upon the 5-Year Facilities Plan, various inspections, internal O & M lists, and community/school sessions.

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 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.
- Continue to focus on effective communication strategies with both the internal and external school communities in the months leading up to the actual budget vote.
- Use every possible strategy to stay “student focused” when making very difficult budget decisions.

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):

- Review and move toward implementation of the Family Engagement in Education Act. 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.

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 Assistant Superintendent for Management Services & Strategic Planning and the Assistant Superintendent for Instruction to provide support in implementing the plan.

PERFORMANCE MEASURES (Indicators of Success):

- Assess the current level of technological literacy across the District to inform the development of the Information Technology Plan.
- Develop a forward-thinking technology vision for students and staff.
- Meet with the Leadership Team members and District staff to establish a 5-year purchasing plan which is reflective of the achievement targets of the District and infrastructure needs, guided by thoughtful planning.
- Continuation of the development of student achievement/growth reports which identify specific student needs and drive instruction.
- 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.
- Revise the Information Technology Plan to be reflective of the achievement needs of the District, develop a realistic funding plan, and provide appropriate staff development.
- Fully utilize hardware and software resources within the District.
- Adjust to new mandated data reporting requirements and share all of these changes with the numerous appropriate staff members in a timely fashion.

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 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.
- Continue to work to develop long range "Five Year Plans" where possible across the District. Some examples include Facilities, Information Technology, and Achievement. Long-range plans developed will strive to balance future program needs with available resources recognizing the current economic realities.

NEGOTIATIONS

The District believes that all employees should be compensated fairly.

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

- Work to revise the current Teacher and Principal evaluation tools to meet the changes mandated by New York State Education Law 3012c.
- Provide necessary and mandated professional development opportunities and in-service training for the Full Leadership Team. Additionally, schedule training for a full educational system review.
- Continue to utilize district-wide Management Plans and revise/refine to align priorities and adjust to needs.
- Provide support as needed to new Leadership Team members to facilitate a positive organizational transition.