



**2018 – 2019
DISTRICT
OPERATIONAL
PLAN**

**THREE-YEAR ACHIEVEMENT
DIRECTION STATEMENTS
2018–2021**

**MANAGEMENT
STATEMENTS/DIRECTION
2018–2019**

**DISTRICT STRATEGIC PLAN
(Condensed Version)**

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SOUTH COLONIE CENTRAL SCHOOLS

STANDARDS

"All Students
Can Learn
Well"

We value:

integrity,
■
excellence,
■
self-worth,
■
caring,
■
inclusion,
■
individuality,
■
responsibility,
■
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 upwards. (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.

ACHIEVEMENT DIRECTION STATEMENTS – 2018-2021

SOUTH COLONIE CENTRAL SCHOOL DISTRICT

Academic Achievement

The South Colonie Central School District, through a culture of continuous reflection and improvement, will prepare all students to be college and career ready in an evolving and progressive society.

Commitment to District Initiatives

The South Colonie Central School District will support District initiatives that increase academic achievement in all areas.

Preparing All Learners

The South Colonie Central School District will provide a variety of accessible opportunities to reach a diverse population of learners.

Culture of Success

The South Colonie Central School District believes that all adults share the responsibility of accountability and personal growth as well as the duty to model these expectations for our students.

ACHIEVEMENT DIRECTION STATEMENTS – 2018-2021

ELEMENTARY SCHOOLS

Academic Achievement

The South Colonie Central School District, through a culture of continuous reflection and improvement, will prepare all students to be college and career ready in an evolving and progressive society.

- We will use professional learning communities to analyze student growth and achievement using multiple measures such as Fountas and Pinnell Benchmark Assessments, i-Ready, NYS ELA and NYS Math, and other local measures.
- We will work collaboratively to monitor student data and provide targeted interventions to ensure students access Multi-Tiered System of Supports (MTSS).

Commitment to District Initiatives

The South Colonie Central School District will support District initiatives that increase academic achievement in all areas.

- We will continue to implement and support the Units of Study in Reading and Writing with fidelity.
- We will monitor and support the initial implementation of the co-teach program.
- We will utilize and continue to align curriculum documents for Math, Science and Social Studies instruction.

Preparing All Learners

The South Colonie Central School District will provide a variety of accessible opportunities to reach a diverse population of learners.

- We will foster a school community that supports social and emotional development and leads to a safe, respectful learning environment.
- We will continue to promote digital literacy to prepare students to be global citizens.

Culture of Success

The South Colonie Central School District believes that all adults share the responsibility of accountability and personal growth as well as the duty to model these expectations for our students.

- We will accept our professional responsibility to model these expectations to all of our students.
- We will facilitate a safe learning environment and positive school climate.

ACHIEVEMENT DIRECTION STATEMENTS – 2018-2021

MIDDLE SCHOOLS

Academic Achievement

The South Colonie Central School District, through a culture of continuous reflection and improvement, will prepare all students to be college and career ready in an evolving and progressive society.

- Continue to emphasize meaningful student engagement in all instructional settings.
- Ensure that student assessments are aligned with instruction.
- Access for all students to a rigorous and relevant curriculum across grade levels and all content areas.
- Show growth in student scores on all NYS assessments and increase the number of students achieving mastery on all NYS assessments.

Commitment to District Initiatives

The South Colonie Central School District will support District initiatives that increase academic achievement in all areas.

- Middle School faculty will work in conjunction with District administration to support District initiatives, including:
 - i-Ready
 - Lucy Calkins reading and writing units of study
 - Implementation of Next Generation Learning Standards
 - Benchmark assessments
 - Alignment of Special Education programs and services to meet the evolving needs of all learners

Preparing All Learners

The South Colonie Central School District will provide a variety of accessible opportunities to reach a diverse population of learners.

- Ensure that all sub-groups of learners are meeting targeted goals.
- Continue to assess all instructional programs and student support services to measure relevancy and efficacy.
- Implement targeted interventions across all grade levels to meet the needs of all students.
- Promote digital citizenship and literacy.

Culture of Success

The South Colonie Central School District believes that all adults share the responsibility of accountability and personal growth as well as the duty to model these expectations for our students.

- All middle school staff members will work together and share in the responsibility for promoting the success of all students.
- A culture of professionalism, excellence and accountability will be fostered by all middle school staff members.

ACHIEVEMENT DIRECTION STATEMENTS – 2018-2021

HIGH SCHOOL

Academic Achievement

The South Colonie Central School District, through a culture of continuous reflection and improvement, will prepare all students to be college and career ready in an evolving and progressive society.

- Promote a culture of high expectations for all; met through accountability in a safe and nurturing environment
- Use of data to positively impact instruction, growth and results.
- Emphasis on Literacy across all content areas.

Commitment to District Initiatives

The South Colonie Central School District will support District initiatives that increase academic achievement in all areas.

- Ensure our students access to 21st century learning skills for career and college readiness.
- Improve student achievement and results.
- Improve the LRE opportunities and learning experiences for students with disabilities.

Preparing All Learners

The South Colonie Central School District will provide a variety of accessible opportunities to reach a diverse population of learners.

- Provide accessible character education and extracurricular options for students.
- Emphasis on blended and differentiated instruction to reach all learners.
- Interventions and enrichment programs are based in research; delivered with support and meaning.

Culture of Success

The South Colonie Central School District believes that all adults share the responsibility of accountability and personal growth as well as the duty to model these expectations for our students.

- Professional expectations and accountability requirements are being met.
- Commitment to continuous improvement of Tier 1 instruction.
- Increased community (school) involvement by staff; more of a family or team feel to the environment. Change the environment, then you can change the results – Social Capital.
- Ownership of the students' success/failure belongs to all of us.

ACHIEVEMENT DIRECTION STATEMENTS – 2018-2021

SPECIAL EDUCATION

Academic Achievement

The South Colonie Central School District, through a culture of continuous reflection and improvement, will prepare all students to be college and career ready in an evolving and progressive society.

- We are committed to achieving a year's worth of growth for years' worth of education for all learners (using local assessment and benchmarks).

Commitment to District Initiatives

The South Colonie Central School District will support District initiatives that increase academic achievement in all areas.

- We will implement, monitor, and support with fidelity, co-teach programming, in order to support all learners in the least restrictive environment.
- In order to support and increase achievement of students with disabilities, the Special Education Department will begin to explore, study, and incorporate the use of Explicit Instruction strategies.
- We will provide and implement Therapeutic Crisis Intervention for Schools (TCIS) training in order to expand our staff's capacity to effectively respond to our students social-emotional and behavioral needs/challenges.
- We will initiate and organize a District Tier II/III Behavior Team that will work collaboratively with building teams to provide support as well as monitor student discipline and crisis intervention data.

Preparing All Learners

The South Colonie Central School District will provide a variety of accessible opportunities to reach a diverse population of learners.

- Ensure that all students with disabilities are meeting their targeted goals and make adjustments, as necessary to help.
- Continue to assess all programs and student support services to measure effectiveness.
- Begin to operate from a Multi-Tier System of Supports (MTSS) model, which is a comprehensive tiered system that supports academics as well as social-emotional and behavioral development K-12.
- Promote digital citizenship and literacy.

Culture of Success

The South Colonie Central School District believes that all adults share the responsibility of accountability and personal growth as well as the duty to model these expectations for our students.

- A culture of professionalism, collegiality, and excellence will be embraced by all Special Education staff members.

2018-2019

**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 student growth standards.

Overarching Performance Indicators:

- Continue purposeful actions to address the overall academic performance of students with special needs; specifically change our system to improve access and opportunities.
- 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 tracking cohort comparisons that emphasize continuous progress. While we will continue this practice, adjustments in proficiency scores, new standards, the transition to Computer-Based Testing (CBT), and the format of state standardized tests may make this initiative challenging.
- Measure student achievement data against state and local standards.
- Support the utilization of learning tools, programs, and software which focuses on individual student growth tracking.
- Oversee systems which track specific cohort success and/or challenges over multiple years.
- Develop and maintain a culture with the 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.
- Emphasize cohort tracking and break-outs by specific sub-groups within the cohorts. Look for performance gaps by sub-group and take purposeful action to close the gaps.

SPECIAL EDUCATION / INCLUSION

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

Overarching Performance Indicators:

- Allocate Special Needs resources as related to actual student needs.
- Continue to implement SED recommendations in regard to specific improvement plans.
- Continue to implement action plans as a result of the CASDA Special Education study.
- Continue to embed practices which focus on inclusion P-12.
- Provide quality training to support and continue the expansion of co-taught classrooms at all levels.
- 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 an understanding of scaffolding vs. permanent services to allow for "stretching" and maximum academic growth for each individual student.

- Implement Present Levels of Performance (PLP) and IEP development training.
- Continue modifying our continuum of programming P-12 to improve access and opportunities for all students with Special Needs 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 and DASA (Dignity for All Students Act) legislation.

Overarching Performance Indicators:

- Monitor all District policies, guidelines, programs and practices to assure and encourage the promotion of Character Education programming.
- Implement Code of Conduct policies and address concerns 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 and resource adjustments 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 review and consideration by June 30, 2019.

ADMINISTRATION/MANAGEMENT

CAPITAL PROJECT

Colonie 2020 Capital Project planning will continue for Phase III and IV during the 2018-2019 school year.

- Share ongoing progress for Phase III and IV planning.
- Submit Phase III and IV to the NYSED Office of Facilities Planning by January of 2019.
- Work toward NYSED project approval for Colonie 2020 Phase III and IV by December of 2019.

Overarching Performance Indicators:

- Continue to monitor and address O&M “running lists” for facility needs at all District buildings and site locations.
- Complete end of year capital work as identified by the Facilities Committee and the Board of Education (asphalt repair, etc.).

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.

Unpredictable state aid revenue, along with tax levy limitation rules, have made this process challenging at times. With that said, we will continue to focus on a balanced program that considers the needs of all students while looking for additional partnerships and new 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.
- When possible, take action to control long-term base budget expenses.
- 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 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 help support and improve student achievement and overall success. Update the District website to simplify access to learning programs/tools for parents and students.
- Utilize the updated District website to assist ENL families and students in breaking down communication/language barriers.
- Improve training and support for parents in regard to the Student Information System.
- Maintain positive relationship with the media and strive to increase public exposure. Highlight accomplishments such as the solar project, new/renovated building spaces, and program opportunities.
- Update the format of the hard copy InFocus District newsletter.
- 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 District Technology Plan, which aligns resources with student needs and guides the purchase of hardware and software. The Board of Education Information Technology Committee works with the Assistant Superintendent 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 training and support of the Student Information System (SIS) which allows for a parent portal with increased communication and engagement.
- Continue the implementation of the i-Ready software systems and related academic programming.
- Meet compliance requirements as indicated by the State Education Department reporting mandates.
- Follow and implement Smart Schools initiatives, including infrastructure improvement, 1:1 device initiatives, and improved educational technology District-wide.
- 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.
- 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.).

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 as we prepare for the proposed 2019-2020 school budget.
- 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 Auditor.
- Prepare for and respond to the NYS Comptroller's Office five-year financial audit of the District.
- Prepare for and respond to IDEA Grant Fiscal Monitoring.
- 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 whenever possible. Some examples include Facilities, Information Technology, and Student Programming. Long-range plans will balance future programming needs with available resources recognizing economic challenges.
- Advocate for appropriate school funding through the legislative process.

NEGOTIATIONS

The District believes that all employees should be compensated fairly.

Overarching Performance Indicators:

- Negotiate with five labor groups throughout the 2018-2019 school year.

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 inservice training for the Full Leadership Team. Continue partnerships to provide collaboration opportunities.
- Continue to utilize district-wide Management Plans. Revise/refine to align priorities and adjust to current needs and conditions.
- Provide support as needed to Leadership Team members.
- Support opportunities which allow discussions with professional peers outside of the District.
- Plan for transitions across the organization.



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

Condensed & Updated
July 1, 2018

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:

Edward Sim, President
Rose Gigliello, Vice President
Jamie Blot
Brian Casey
Stephanie Cogan
Colleen Gizzi
Neil Johanning
David Kiehle
James (Tim) Ryan

BACKGROUND

The South Colonie Central School District serves approximately 5,100 students from Pre-K through Grade 12 and employs approximately 430 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.



SOUTH COLONIE CENTRAL SCHOOL DISTRICT

DISTRICT PLAN ALIGNMENT AND CORRELATION 2018 – 2019

