



**South Colonie**  
CENTRAL SCHOOL DISTRICT



# VISION 2025

## NEXT GENERATION COLONIE





# STRATEGIC PLAN



## DISTRICT MISSION

*The mission of the South Colonie Central School District is to educate all students to their highest level of academic achievement, realize their full potential and prepare them to become responsible citizens in a global society.*



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# DISTRICT PROFILE

The South Colonie Central School District serves approximately 4,857 students from Pre-K through Grade 12 and employs approximately 550 instructional staff and 360 non-instructional staff members. 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.



**GRADUATION RATE:** 92%  
*57 percent of the Class of 2021 earned an Advanced Regents diploma.*



**STUDENTS:** 4,857  
**STUDENTS WITH DISABILITIES:** 908  
**ENGLISH LANGUAGE LEARNERS:** 230

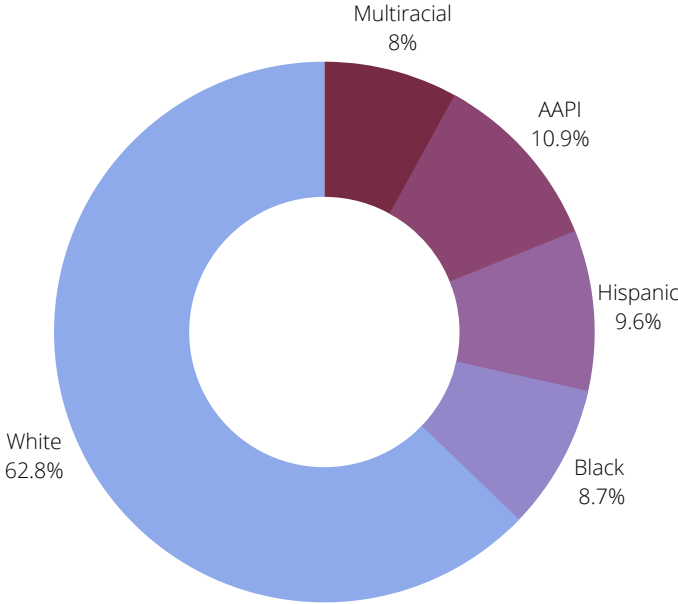


**BUILDINGS:** 8  
*Including Colonie Academy*



**ANNUAL BUDGET:** \$113 Million

### DETAILED DEMOGRAPHIC DATA



# DISTRICT PROFILE

## SCHOOLS

The District currently operates five elementary schools, two middle schools and a high school which are structured as follows:

<b>Grades PreK-4</b>	Saddlewood & Roessleville Elementary
<b>Grades K-4</b>	Forest Park, Shaker Road, & Veeder Elementary
<b>Grades 5- 8</b>	Lisha Kill & Sand Creek Middle School
<b>Grades 9-12</b>	Colonie Central High School & Colonie Academy



## BOARD OF EDUCATION

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

- Brian Casey, *President*
- Stephanie Cogan, *Vice President*
- Rose Gigliello, *Immediate Past President*
- Colleen Gizzi
- Michael Keane
- David Kiehle
- Christopher Larrabee
- Robert Mesick
- James (Tim) Ryan

*The South Colonie Central School District invited NYSSBA 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, CASDA consultants collected opinions and ideas from over 100 people in eleven 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 informing 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 representatives and residents of the District will be a valuable resource.*



# WITH GRATITUDE & APPRECIATION

We would like to extend our deepest appreciation to the teachers, staff, parents, students, administrators, Board of Education, community members and outside agencies who contributed to this strategic planning process designed to shape the teaching and learning of the South Colonie Central School District for the next decade.



## SPECIAL ACKNOWLEDGEMENTS

Special acknowledgements to the following individuals outlined below who participated in this process. Effective strategic planning and implementation is a continuous process that involves several steps and we could not have done it without the following individuals:

- South Colonie Central School District Board of Education Members
- Superintendent of Schools and District Cabinet
- South Colonie Teachers' Association
- South Colonie Administrators Association
- South Colonie Support Staff Supervisors & Technicians
- UPSEU
- TEAMSTER'S Local 294
- CSEA Local 1000
- Confidential Employees of the South Colonie CSD
- Parent Representatives from Colonie Central High School, Lisha Kill Middle School, Sand Creek Middle School, Forest Park Elementary, Roessleville Elementary, Saddlewood Elementary, Shaker Road Elementary and Veeder Elementary
- Community and Business Partners
- CASDA
- NYSSBA



# A MESSAGE FROM SUPERINTENDENT PERRY

The 2022-2027 strategic blueprint (VISION 2025-Next Generation Colonie) represents a united focus on how to better serve our students and families. Today, we prepare for a new chapter in the district. Our work will be strategic because we are committed to creating a culture of excellence and opportunities for all.

In the South Colonie Central School District (SCCSD), the Board of Education and all our employees play a significant role in driving the important work of public education forward. There are four pillars that will support our work of improving the academic outcomes for our students. These areas must be addressed to ensure the SCCSD becomes a world class system. This is an ambitious step in recognizing that what happens in the classrooms needs to drive decisions and actions at every level of the organization.

We believe our children and educators are fully capable of achieving great success. We believe leadership will transform the SCCSD with the strategic blueprint as our guide. Vision 2025 - Next Generation Colonie is a living-document, therefore while the initiatives and strategies outlined in this strategic blueprint may be amended over time, we will not compromise our goal of preparing students to recognize their fullest potential.

SCCSD's strategic blueprint, Vision 2025 – Next Generation Colonie, was created by a broad range of stakeholders.

Thank you for partnering with us!

Sincerely,  
David Perry, Ph.D  
Superintendent of Schools

“

***THE STUDENTS OF THE  
SOUTH COLONIE  
CENTRAL SCHOOL  
DISTRICT DESERVE HIGH  
QUALITY EQUITABLE  
EDUCATIONAL  
OPPORTUNITIES***

Dr. David Perry



# A MESSAGE FROM THE BOARD



**BRIAN CASEY**  
BOE PRESIDENT

*"The strategic blueprint is our guide for helping our district students achieve their goals. I am looking forward to working with the SCCSD in seeing this vision evolve over the next five years."*

**STEPHANIE COGAN**  
BOE VICE PRESIDENT  
STRATEGIC PLANNING COMMITTEE CHAIR

*"The document has a sound foundation upon which we can build. As the need arises this document can be amended by the South Colonie Central School District Board of Education with input from administrators, teachers, staff, parents, students and all stakeholders."*



**ROSE GIGLIELLO**  
IMMEDIATE PAST BOE PRESIDENT

*"Our students truly deserve a first class education. As immediate past president of the Board of Education, it gives me pleasure to have led the board at the beginning of this process and to continue to be a part of this transitional period so that we can provide the best educational experience for our students."*



# A MESSAGE FROM THE BOARD



COLLEEN GIZZI

*"The four pillars of academics, character, community and wellness along with the support of leadership will set the goals for developing our students academically, socially, emotionally and physically."*

MICHAEL KEANE

*"The strategic blueprint articulates in clear and concise language ready solutions and strategies to propel the district toward."*



DAVID KIEHLE

*"As an educator for over 40 years, I am proud to serve on the Board of Education and to help lay the groundwork for the success of the next generation."*





# A MESSAGE FROM THE BOARD



CHRIS LARRABEE

*"I believe that the strategic blueprint helps to foster trust, open communication and provides learning opportunities for all."*

BOB MESICK

*"Vision 2025: Next Generation Colonie is a strategic blueprint that all stakeholders of the SCCSD have been requesting for many years. It will help us engage our learners and provide experiences aligned to college and career readiness."*



JAMES T. RYAN

*"The strategic blueprint that Dr. Perry has recommended deserves our support. As a board member for over 20 years, I am excited to empower all students, teachers and staff to embrace learning."*





# THEORY OF ACTION

## MISSION

The mission of the South Colonie Central School District is to educate all students to their highest level of academic achievement, realize their full potential and prepare them to become responsible citizens in a global Society.

## VISION

South Colonie empowers all students to embrace learning, achieve their personal best, and build their emotional, social and physical well-being.

## GOALS

- ACADEMICS**  
To provide all students with challenging, innovative and relevant, and engaging learning experiences aligned to college and career readiness.
- WELLNESS**  
To cultivate total health by creating an environment which promotes the physical, social and emotional health of all students and staff.
- CHARACTER**  
To enable students and adults to understand and exemplify core ethical values that promote citizenship and responsibility for self and others.
- COMMUNITY**  
To promote collaborative partnerships that foster trust, open communication, learning and support in our school and in our community.



# ACADEMICS

*School and classroom experiences are dynamic and personally relevant, predicated on the knowledge and belief that students learn best when they are physically and mentally available for learning and pedagogical practices are modernized.*



**FOCUS AREA 1:** Learning Framework and Student Pathways Experience

**QUALITY INDICATORS:** Development of the South Colonie Learning Framework to guide the creation and application of course curriculum, instructional delivery, and assessment practices to promote deeper learning and a strong foundation for adult life. Multiple options for credit accumulation and graduation pathways. Expansion of Career and Technical Education course offerings and opportunities for mentorship, internships, apprenticeships and work experiences through community partnerships.



**FOCUS AREA 2:** Evidence-Based Decision Making

**QUALITY INDICATORS:** A unified technology system of student information that can be readily accessed by teachers and parents and respects student privacy. A district wide data dashboard that will serve to measure critical data points across the district that rely on reliable and meaningful data for the purpose of tracking patterns and trends in key areas of district performance and operations. Consistent assessments to inform classroom practices that are meaningful and inform daily instruction and practices. Professional development for all stakeholders related to a common understanding of assessments and their strategic use to inform academic and behavioral expectations. Sharing and exchanging of student achievement data that results in a consistent reporting form for school and district use.



# ACADEMICS CONT.

*School and classroom experiences are dynamic and personally relevant, predicated on the knowledge and belief that students learn best when they are physically and mentally available for learning and pedagogical practices are modernized.*



## **FOCUS AREA 3:** Responsive Communication

**QUALITY INDICATORS:** Reciprocal communication across all levels of the organization. Systems that track exchanges of communication internally and externally. Standard operating procedures for consistent district wide implementation. Timely dissemination of pertinent information through a variety of tools, and in formats respectful of our student population.



## **FOCUS AREA 4:** Accountability for Improved Student Achievement

**QUALITY INDICATORS:** An aligned accountability system that defines criteria for students, teachers, and school/district administrators. Commitment at all levels for improved student achievement. Consistency in expectations across the district. Parent access to student progress data. Student grading practices or measures of growth that promote and value student learning and make failure recoverable.



## **FOCUS AREA 5:** Instructional Monitoring and Support

**QUALITY INDICATORS:** A cycle of supervision and support so that both adult and student learning occur regularly and generate significantly improved student outcomes. A culture of professionalism demonstrated through the actions of administrators and teachers from the basics of professional attire and attendance to a system of Continuous School Improvement (CSI) that provides meaningful dialogue between district leaders and teachers to strengthen instruction.





# WELLNESS

*Organizational culture and environment that is culturally-responsive and inclusive, with students and employees alike actively engaged in approaches to be more accepting and compassionate of others and their differences, while actively facilitating safety and positive mental health and wellness.*



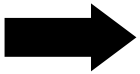
**FOCUS AREA 1:** Physically and Emotionally Safe Schools

**QUALITY INDICATORS:** All school buildings and grounds are safe, secure and well maintained District-wide expectations ensure physical and emotional safety for all. Multi-tiered system of supports, including alternative programming.



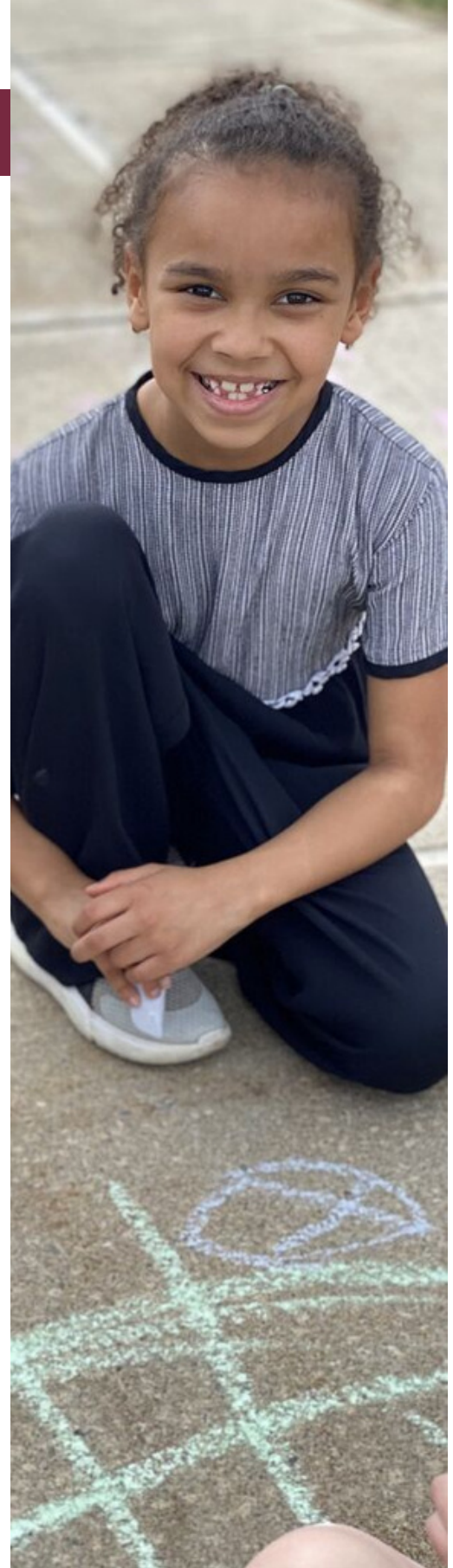
**FOCUS AREA 2:** Social and Emotional Learning

**QUALITY INDICATORS:** Curriculum that responds to the social and emotional needs of students and adults. Revisiting and redefining behavioral expectations for all. A growth mindset that is fostering among students and adults that reflects resiliency.



**FOCUS AREA 3:** Collaborative Learning for Faculty and Staff

**QUALITY INDICATORS:** Teacher and principal collaboration in the decision-making about professional learning. A culture of collaborative and collegial relationships. Rituals that recognize and celebrate progress.





# CHARACTER

*Professionalism that empowers and supports all school personnel to be “leaders” in the purposeful building of the conditions for continuous improvement in their respective roles.*



## **FOCUS AREA 1:** Leadership Capacity Building

**QUALITY INDICATORS:** Leadership capacity of district and school administrators, teachers, and staff developed through meaningful and supportive professional learning that strengthens skills and abilities. A sustainable and meaningful mentor program for teachers and administrators. Individualized professional learning opportunities aligned to the strategic blueprint that meet the needs of current and potential administrators, teachers and staff.



## **FOCUS AREA 2:** Leadership Transformation

**QUALITY INDICATORS:** Sustained improvements over time through leader willingness to accept feedback and commitment to ongoing growth. Demonstrated ability of school and district leaders to rebrand culture through distributive leadership. Productive relationships cultivated by leaders at all levels that foster shared responsibility for all students. Demonstrated ability of school and district leaders to balance instructional leadership and operational demands.



# CHARACTER CONT.

*Professionalism that empowers and supports all school personnel to be “leaders” in the purposeful building of the conditions for continuous improvement in their respective roles.*



## **FOCUS AREA 3:** Ethical Governance and Transparency

**QUALITY INDICATORS:** An internal audit protocol that monitors the progress of schools and the district to achieve New York state accountability and regulations, and SCCSD policy compliance. An annual budget aligned to district goals, is respectful to all stakeholders, prioritizes the needs of students, and leverages a variety of funding sources. Common expectations across divisions that ensure equitable distribution of instructional, human, fiscal, technological and operational resources. Clear expectations of leadership for administrators and teachers that reflect transparent decision-making based on evidence.



## **FOCUS AREA 4:** Staff Recruitment, Selection and Retention

**QUALITY INDICATORS:** Collaborative relationships with Institutions of Higher Education (IHE) across the state/nation to expand the talent pool of highly qualified and diverse candidates. A structured internal process for South Colonie students to be developed as potential educators through experiential learning opportunities which may include shadowing teachers, visiting local IHE teacher education programs, assignment of IHE student mentors. A career ladder that provides mobility for internal staff to move along a continuum of career growth. A quality-control system for the recruitment, selection, development and evaluation of employees that ensures high instructional expectations, professionalism, and quality practice.





# COMMUNITY

*School and community engagement that captures and capitalizes on the energy of positive family involvement through varied modes and means of communication.*



## **FOCUS AREA 1:** School-Family Engagement

**QUALITY INDICATORS:** Parental engagement strategies meet the unique needs of diverse families in our community through an enhanced system of internal and external support. Utilization of community resources to increase family accessibility to school sponsored events and activities. Resources for families to develop understanding and skills for supporting their children's academic and social-emotional development. School-family partnerships are characterized by trust, mutual accountability and shared responsibility and honor culture, beliefs, practices and language.



## **FOCUS AREA 2:** School-Community Engagement

**QUALITY INDICATORS:** Multiple venues for input and feedback from community members and families. Quality partnerships with higher education institutions, community-based organizations, faith-based organizations and business partners. Schools are the center of the community, bridging resources and wrap-around services for our families. Municipal, community and school partnerships support student and adult learning opportunities.

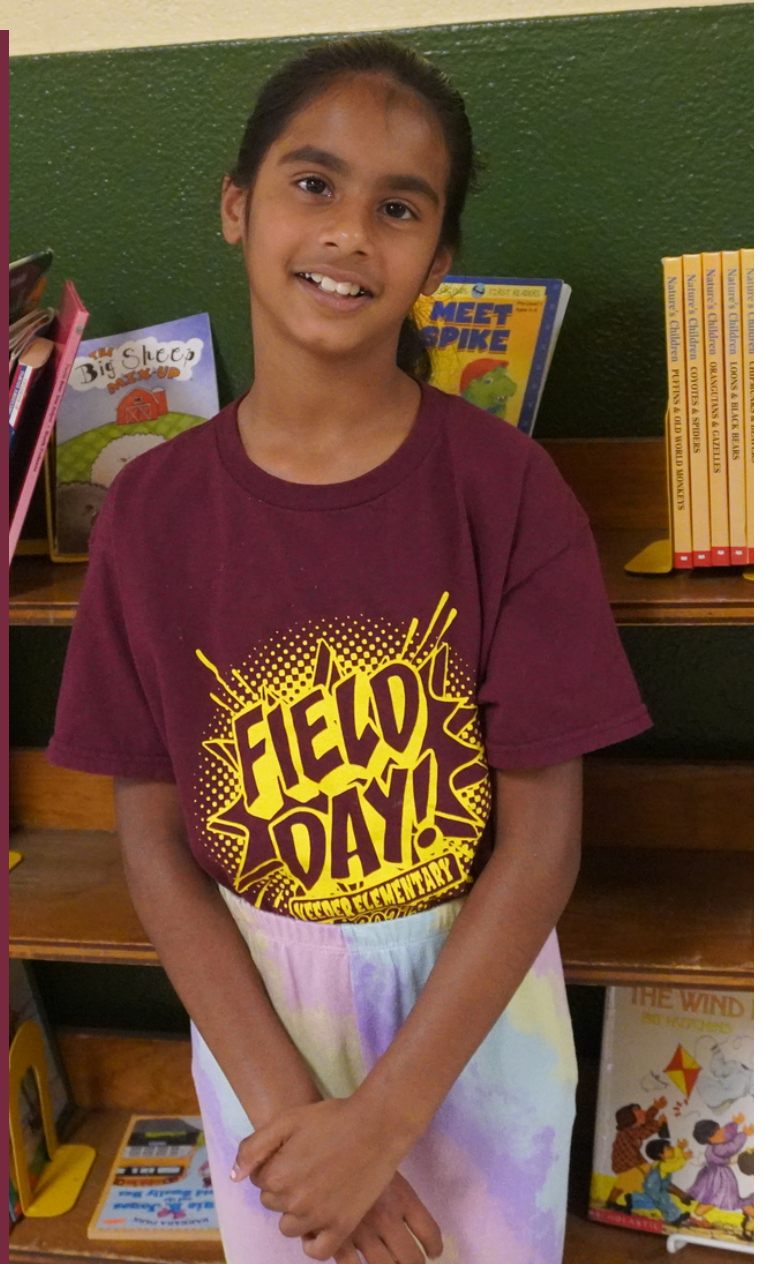




# DATA SNAPSHOT

- 13.7% of the total in-district and out of district student population of 5,556 are classified as students with disabilities
- 4.7% of the district enrollment are English Language Learners
- 8.7% of the district enrollment are Black or African American
- 9.6% of the district enrollment are Hispanic or Latino
- 10.9% of the district enrollment are Asian or Native Hawaiian/Other or Pacific Islander
- 62.8% of the district enrollment are white
- 8% of the district enrollment are multi-racial
- 57% of all students in grades 3-8 were proficient on the New York State English Language Arts Assessments which was equal to the NYS average
- 54% of all students in grades 3-8 were proficient on the New York State Math Assessments which was greater than the NYS average of 44%
- 93.3% of the 2017 total cohort for four year outcomes were graduates
- 3% of the students who were part of the 2017 total cohort for four year outcomes were dropouts
- 86% of our Asian American/Pacific Islander students graduated with 81% receiving a Regents Diploma
- 84% of our Black students graduated with 79% receiving a Regents Diploma
- 81% of our Hispanic students graduated with 73% receiving a Regents Diploma
- 93% of our White students graduated with 89% receiving a Regents Diploma
- 96% of our Multiracial students graduated with 83% receiving a Regents Diploma
- 72% of our Students with Disabilities graduated with 43% receiving a Regents Diploma

Data provided by [data.nysed.gov](http://data.nysed.gov)



*During the 2020-2021 school year, student and school data were impacted by COVID-19. Here are the snapshots of populations of cohorts.*



# BOARD OF EDUCATION REPORTING

Successful execution of the many activities identified in the plan will require the carefully coordinated efforts of everyone in the district over a long period of time. It will be critical to regularly monitor implementation efforts and then to make adjustments as necessary throughout the blueprint's five year life.

To accomplish this, the district will survey individuals and groups involved with implementation on an annual basis. The findings will be shared with the Board of Education and the public each September, beginning in September 2023. Based on these reports and student achievement results, the Superintendent will recommend adjustments to the blueprint to the Board of Education so that the plan will remain relevant and continue to guide South Colonie's improvement efforts.

## TIMELINE

- ☑ Phase 1:
  - Pre-planning with Superintendent, Strategic Planning Committee, Cabinet and Board of Education
  - Community and Staff Strategic Planning Survey & District Data Review
  - Board of Education Mission, Values & Goals Development - NYSSBA
- ☑ Phase 2: Stakeholder Study Groups Meetings - CASDA
  - Group 1: Teachers
  - Group 2: Non-Instructional Staff
  - Group 3: Administrators
  - Group 4: High School Students
  - Group 5: Community/Parents
  - Group 6: Business/Community Partners
- ☑ Phase 3: Strategic Planning Committee, Superintendent, Cabinet and Board of Education refinement of working draft of mission, values, and goals.
- ☑ Phase 4: Board of Education and Superintendent review
- ☑ Phase 5: District Mission, Values, Goals (multi-year report)
- ☑ Phase 6: Communication of plan to the community & stakeholders
- ☑ Phase 7: Annual review and assessment process (January 2023, 2024, 2025, 2026 and 2027)







**South Colton**  
CENTRAL SCHOOL DISTRICT

**VISION 2025**  
NEXT GENERATION COLONIE

