



South Colonial
CENTRAL SCHOOL DISTRICT

DISTRICT OPERATIONAL PLAN

2022 – 2023

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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 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.

ACHIEVEMENT DIRECTION STATEMENTS – 2021-2024

DISTRICT LEVEL

Academic

The South Colonie Central School District will provide all students with challenging, innovative and relevant, and engaging learning experiences aligned to college and career readiness.

Character

The South Colonie Central School District will enable students and adults to understand and exemplify core ethical values that promote citizenship and responsibility for self and others.

Wellness

The South Colonie Central School District will cultivate total health by creating an environment which promotes the physical, social and emotional health of all students and staff.

Community

The South Colonie Central School District will promote collaborative partnerships that foster trust, open communication, learning and support in our school and in our community.

ACHIEVEMENT DIRECTION STATEMENTS – 2021-2024

ELEMENTARY SCHOOLS

Academic

The South Colonie Central School District will provide all students with challenging, innovative and relevant, and engaging learning experiences aligned to college and career readiness.

- Implement Ready Math Classroom at the K-4 level
- Utilize e-doctrina to inform instruction that supports and challenges learners
- Monitor student data and provide targeted interventions to ensure students access multi-tiered systems of support.
- Implement the Units of study in Reading and Writing with fidelity.
- Examine systems of assessment to ensure equity for all students.

Character

The South Colonie Central School District will enable students and adults to understand and exemplify core ethical values that promote citizenship and responsibility for self and others.

- To promote diversity and inclusion by providing culturally relevant resources and strategies in the classroom
- Support professional development related to diversity and inclusion for all students.

Wellness

The South Colonie Central School District will cultivate total health by creating an environment which promotes the physical, social and emotional health of all students and staff.

- Support the implementation of Second Step SEL curriculum at each grade level UPK-4
- Expand the training of Therapeutic Crisis Intervention Strategies (TCIS) throughout the district to build capacity among staff on de-escalation strategies and supports for students in crisis.
- Construct district and building wide mental health teams to support the needs of students.

Community

The South Colonie Central School District will promote collaborative partnerships that foster trust, open communication, learning and support in our school and in our community.

- Provide access and equitable opportunities for all students
- Promote diversity, equity and inclusion for our students, staff and families “fostering a sense of belonging for all”
- To use and promote Parent Square as our primary means of communication
- To support the Parent Engagement Committee by encouraging communication, education and engagement with parent and community stakeholders
- Support community programs to support our students such as the backpack program.

ACHIEVEMENT DIRECTION STATEMENTS – 2021-2024

MIDDLE SCHOOLS

Academic

The South Colonie Central School District will provide all students with challenging, innovative and relevant, and engaging learning experiences aligned to college and career readiness.

- Continue to emphasize meaningful student engagement in all instructional settings
- Ensure that student assessments are aligned with instruction and learning outcomes
- Ensure that all students have access to relevant and meaningful learning opportunities and curriculum
- Demonstrate student growth on building, district and State benchmarks.

Character

The South Colonie Central School District will enable students and adults to understand and exemplify core ethical values that promote citizenship and responsibility for self and others.

- Ensure that diversity, equity and inclusion for all students and staff members is prioritized and reviewed regularly in all aspects of the school setting,
- Promote opportunities for character education through involvement with iCARE and other building based character development programs.
- Promote and celebrate positive student character through opportunities such as positive character awards, student and family recognition events and assemblies.
- Promote digital citizenship and provide explicit instruction to students on the positive use of technology.

Wellness

The South Colonie Central School District will cultivate total health by creating an environment which promotes the physical, social and emotional health of all students and staff.

- Implement a social-emotional learning program, beginning at grade five, during the 2021-22 school year with a phased approach to expand implementation into grades six through eight in the coming school year.
- Provide a rich offering of extracurricular activities for student participation
- Continue to provide mental health support and resources for students and families through the student service professionals
- Promote a culture of wellness, professionalism and accountability with all staff members.

Community

The South Colonie Central School District will promote collaborative partnerships that foster trust, open communication, learning and support in our school and in our community.

- Provide access and equitable opportunities for all students
- Promote diversity, equity and inclusion for our students, staff and families “fostering a sense of belonging for all”
- Work collaboratively with parent and community groups throughout the school year, including PTA and SEPTA, for the betterment of the school community
- Continued use of the new district communication tool, ParentSquare, during the 2022-23 school year to foster open communication with all stakeholders
- Development of community partnerships designed to foster service learning opportunities for all middle school students
- Inclusion of community resources within the school setting, including DARE programming offered by school resource officers.

ACHIEVEMENT DIRECTION STATEMENTS – 2021-2024

HIGH SCHOOL

Academic

The South Colonie Central School District will provide all students with challenging, innovative and relevant, and engaging learning experiences aligned to college and career readiness.

- Care before Curriculum: promote relationship facilitation and personalized, empathy-centered academic goals for all learners
- 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 cross departmental complimentary skills and de-compartmentalizing learning
- Targeted development of career pathways programming culminating with CEIP opportunities for all Seniors
- Improve overall measurable student achievement results via connecting students to individualize passions and areas of interest.

Character

The South Colonie Central School District will enable students and adults to understand and exemplify core ethical values that promote citizenship and responsibility for self and others.

- Constant implementation of on campus, academic, extracurricular growth centered on the ownership
- Increased community (school) involvement by staff; more of a family or team feel to the environment.
- Ownership of the students' success/failure belongs to all of us
- Campus branding and thoughtful development of conscious student to institution connectivity via: environment, academic offerings, extracurricular opportunities and community service connections.

Wellness

The South Colonie Central School District will cultivate total health by creating an environment which promotes the physical, social and emotional health of all students and staff.

- Provide accessible character education, Social Emotional Learning (SEL), and extracurricular options for students
- Growth of in-house resources and development/hiring of faculty with the intent of offering proactive, relevant and instructionally complimentary supports addressing identified wellness needs
- Interventions and enrichment programs based in research; delivered with support and meaning
- Mental and physical wellness focus via training, awareness and resource application for faculty, students and families.

Community

The South Colonie Central School District will promote collaborative partnerships that foster trust, open communication, learning and support in our school and in our community.

- Provide equitable opportunities for all students
- Promote diversity, equity and inclusion for our students, staff and families
- Ensure our students access 21st century learning skills for career and college readiness through developing networks of mentors and community partners
- Develop an alumni network to offer experiential and relatable connections to facilitate the development of mirrored ambitions and tangible pathways
- Grow opportunities and open invitations for stakeholders to take a more active role in whole campus feedback and planning.

2022-2023

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

INSTRUCTION

**ACHIEVEMENT ACCOUNTABILITY
SPECIAL EDUCATION / INCLUSION
CHARACTER EDUCATION
DIVERSITY, EQUITY & INCLUSION
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 New York State School Report Card Accountability and Overview Report will continue to be used as the base document and we will supplement this report with elements measured from local student growth standards.

Due to the pandemic, our traditional measures of accountability may not be available. We will focus on providing our students with opportunities to learn both synchronously (livestream) and asynchronously (recorded/blended learning). School and classroom experiences will be personally relevant predicated on the belief that students learn best when they are mentally and psychologically ready for learning. Our organization and culture will strive to produce self-directed learning that is culturally-responsive and inclusive of all students and staff members.

Overarching Performance Indicators:

- School Structure & Instructional Delivery
 - a.) Formulate and execute a model for instructional delivery based on prioritized curricula to allow deeper learning and, while scaffolding skill building, address learning gaps. Use of remote/virtual course options will be made available.
 - b.) Enhance student grading practices, with strong focus on methods that encourage learning, self-efficacy and demonstrate development along a continuum of progress from proficiency to content mastery.
- Organizational Culture and Environment
 - a.) Preserve equity and foster diverse and inclusive environments where every student feels connected, ensuring the provision of an anti-bias and anti-racist education.
 - b.) Prioritize social emotional learning and student well-being, building communities in virtual and physical environments.
 - c.) Continually update the District's comprehensive safety and health preparedness planning for effective emergency responses based on proven practices and procedures. Safety and health preparedness will be communicated, understood and practiced by all...employees and students alike.
- Continue purposeful actions to address the overall academic performance of students with special needs; specifically change our continuum 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 breakouts by specific sub-groups within the cohorts. Look for performance gaps by sub-group and take purposeful action to close identified gaps.

SPECIAL EDUCATION

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/Inclusive 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 “appropriate 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.

DIVERSITY, EQUITY & INCLUSION

As a school district, we believe that a diverse, equitable and inclusive work and school environment provides an atmosphere that allows all individuals to attain their greatest potential and achieve the greatest benefits for students and families.

South Colonie is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We firmly believe that we can best promote excellence by fostering the opportunities for our diverse group of students, faculty and staff and by creating a climate of respect that is supportive of their success. Further, we recognize that the responsibility for excellence, diversity and inclusion lies with all of us at South Colonie: Board of Education, district leadership, administration, faculty, staff and students.

Overarching Performance Indicators:

- Monitor all District policies, guidelines, programs and practices to assure compliance with federal and state laws and regulations.
- 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, 2022.

ADMINISTRATION/MANAGEMENT

CAPITAL PROJECT

- Colonie 2020 Capital Project Phase IV is scheduled with a work start date of July 2022.
- Share ongoing progress for Phase IV with the community.
- Complete exterior security camera installation at elementary schools and middle schools.

Overarching Performance Indicators:

- Continue to monitor and address O&M “running lists” for facility repairs and maintenance 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.).
- Maintain Colonie 2020 Phase IV schedule for approval and start date. Begin the process of identifying the needs for a new project Colonie 2025.
- Support development and promotion of Next Generation Colonie 2025 leading to positive vote outcome.

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.

Fiscal Responsibility will be exercised by all employees to support program needs and provide enhancements by being cost effective and leveraging financial resources and physical assets.

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.
- Equitably distribute and leverage resource allocations to provide a high quality school experience for students and a workplace conducive to peak productivity for staff. Operational supports and services are effectively provided to meet the evolving needs of students and staff.
- 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. Specifically, work to address Foundation Aid shortfalls for South Colonie Central School District.

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 regards to the Student Information System. Provide on-line resources to assist with this task.
- Maintain a positive relationship with the media and strive to increase public exposure.
- Utilize the primary communication platform ParentSquare for district communications.
- 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 with its fiscal responsibilities.

Overarching Performance Indicators:

- Continue to monitor the District's fiscal position as we prepare for the proposed 2022-2023 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.
- Review 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 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.
- Advocate for appropriate school funding through the legislative process. Specifically, address the shortfall in Foundation Aid funding.

NEGOTIATIONS

The District believes that all employees should be compensated fairly.

Overarching Performance Indicators:

- Prepare for future negotiations with SCTA and SCAA regarding updating the current collective bargaining agreement which runs through the 2022-2023 school year.

LEADERSHIP

Overarching Performance Indicators:

- Provide necessary and mandated professional development opportunities and in-service 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.



South Colonie
CENTRAL SCHOOL DISTRICT

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

Condensed & Updated
July 1, 2021

Presented by
New York State School Boards Association
AdvisorySolutions

April 2, 2007

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
James (Tim) Ryan
Rose Gignello
David Kiehle
Michael Keane
Robert Mesick
Christopher Larrabee

BACKGROUND

The South Colonie Central School District serves approximately 5,000 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:

“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 Statement:

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

Goal Statements:

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.

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.

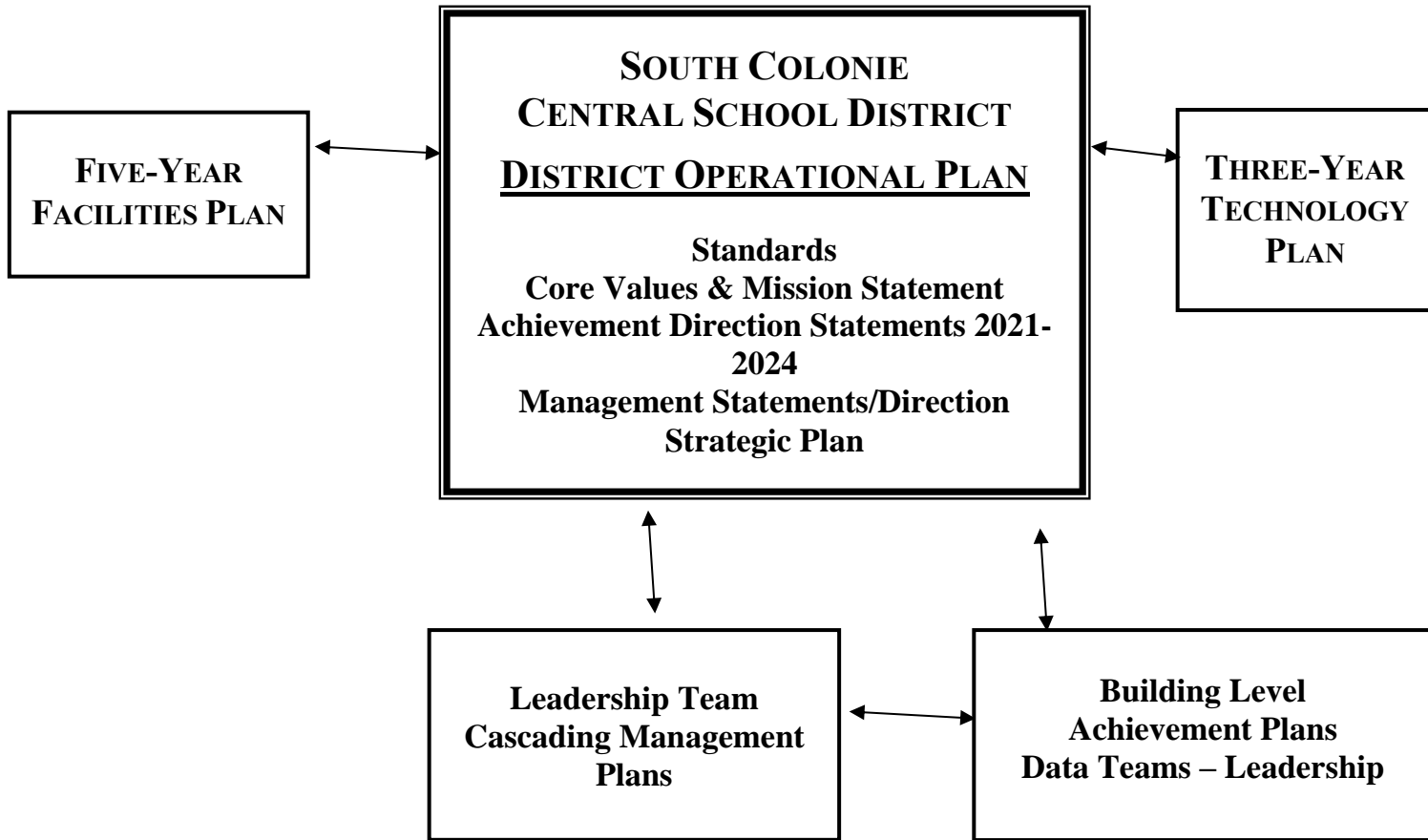
- 21st Century Technology

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 2022 – 2023





South Colonie
CENTRAL SCHOOL DISTRICT

DISTRICT MANAGEMENT PLANS

2022 – 2023

**MANAGEMENT PLAN
2022-2023**

TITLE: SUPERINTENDENT OF SCHOOLS

NAME: DAVID PERRY

CRITICAL SUCCESS INDICATORS:

	<p>Continue leadership responsibilities in regard to the following:</p> <ul style="list-style-type: none"> ▪ Student Achievement ▪ Fiscal Stewardship ▪ Instructional and Non-Instructional Staff Management ▪ Operations & Maintenance ▪ Public Relations ▪ Overall Daily School Operations ▪ COVID-19 School Safety & Reopening Planning ▪ Capital Project Planning and Development
	<p>Support building-based Data Inquiry Teams, Professional Learning Community Teams, and support ongoing actions to improve individual student achievement through continuous reflection and improvement. Support three-year District Academic Achievement Direction Statements based upon the performance data of all student groups and sub-groups. Implement the new District Strategic Plan for 2022-2027.</p>
	<p>School Structure & Instructional Delivery</p> <ul style="list-style-type: none"> a.) Formulate and execute a model for instructional delivery based on prioritized curricula to allow deeper learning and, while scaffolding skill building, address learning gaps. Use of remote/virtual course options will be maximized. b.) Implement alternative scheduling model(s) addressing space parameters and staffing adjustments. Student experience, access to support and academic performance outcomes examined and prioritized through the lens of equity for all. c.) Enhance student grading practices, with strong focus on methods that encourage learning, self-efficacy and demonstrate development along a continuum of progress from proficiency to content mastery.
	<p>Organizational Culture and Environment</p> <ul style="list-style-type: none"> a.) Preserve equity and foster diverse and inclusive environments where every student feels connected, ensuring the provision of an anti-bias and anti-racist education. b.) Prioritize social emotional learning and student well-being, building communities in virtual and physical environments. c.) Continually update the District’s comprehensive safety and health preparedness planning for effective emergency responses based on proven practices and procedures. Safety and health preparedness will be communicated, understood and practiced by all...employees and students alike.
	<p>Support plans to improve daily academic performance and sub-group standardized test scores for Special Needs students across the District. Continue to implement action steps in regard to the CASDA Study as well as the NYSED Audit. Increase core content inclusion opportunities for students with Special Needs P-12.</p>

	Continue to support the implementation of Next Generation Standards across the District. Shift (if needed) and align existing resources for immediate priorities.
	Improve state assessment scores District-wide. Identify areas of concern based upon new assessments and building-level feedback. Work to drive resources to identified areas of concern. <i>** Note: Staff are adjusting to a new baseline or fundamentally different NYS assessments. Impact of COVID-19 may need to be considered over the next year or two.</i>
	Monitor the utilization of technology to increase student achievement. Evaluate the best use of technology tools such as software, hardware, and infrastructure to improve student learning.
	Continue to review software as a major tool for learning. Additionally, support blended learning initiatives.
	Continue to monitor the progress of early intervention strategies and new initiatives (Pre-K, Full-Day Kindergarten and Summer Literacy Programming).
	Continue to monitor the progress of Alternative Education Programming and Credit Recovery.
	Monitoring 9-12 cohort tracking to maintain or increase graduation rates and overall student achievement.
	Develop strategies which will increase the number of Mathematics and Science credits for students in Grades 8-12.
	Continue to support and monitor the expansion of balanced literacy strategies across the District.
	Support the expansion of post-secondary partnerships and opportunities at the secondary level. Also encourage and support private sector partnerships that will be beneficial to the District.
	Implement strategies to address overall achievement scores for ELA and Mathematics in Grades 5 & 6.
	Provide professional development opportunities for new and veteran teachers to meet current challenges and mandated requirements. Support on-going partnerships with the Regional BOCES staff development and the Regional Teachers Center which is currently located within the South Colonie CSD.
	Extended Day Academic Intervention Programs. Continue implementation of safety net supports such as summer programming, after school programming, and academic intervention services.
	Oversee the continuation of student achievement presentations at the BOE level. Build these presentations into the BOE Agenda Planner Schedule.
	Oversee professional development opportunities which support the Multi-Tiered System of Supports (MTSS), balanced literacy/ Writer's Workshop strategies, Project-Based Learning, Student Creativity and Innovation, and Common Core Learning Standards implementation.
	Oversee professional development that ensures P-12 vertical alignment of curriculum and encourages concepts embedded within Professional Learning Communities.
	Oversee P-12 programs which support ongoing Character Education.
	Oversee P-12 programming to ensure that District practices provide equal opportunities for all students.
	Oversee all policies, programs and practices to promote diversity and ensure that the District multicultural program meets the needs of all students and their families.
	Continue to provide an open line of communication for staff, students, parents/guardians and community members.
	Support the IT Department in meeting NYS Data Warehouse requirements and adjust to new and ongoing mandated data/reporting requirements.
	Continue to support the implementation of the SIS system. Encourage improved parent communication and the use of resources through the parent/student portal.
	Implement District-Wide Management Plans which mesh with the District Operational Plan, District Improvement Plans, and other identified Leadership Team priorities.

	Communicate all changes from Regional, State and Federal levels to Leadership Team members.
	Establish strategies for the purchasing/updating of technology over the next five years. Work with principals and staff members to consider needs for laboratory settings and prepare for full implementation of online assessments by 2022.
	Oversee the planning, development and presentation of the proposed 2023-2024 operating budget, taking into consideration the ongoing fiscal constraints, limits of state aid revenue, as well as ongoing tax levy limitations.
	Oversee fiscal operations to meet all required reporting and auditing mandates (internal and external) and continue to monitor the District's fiscal position and provide recommendations to address potential revenue gaps.
	Advocate for equitable funding for South Colonie Central School District. Maintain legislative connections and work with State organizations to create specific position statements to assist our District.
	Oversee the implementation of additional support within the administrative structure P-12. Evaluate future directions based upon community and student needs.
	Ensure that all District facilities are maintained, repaired and, when possible, improved for student learning and community use.
	Maintain long-range facility plans based upon student needs and projected enrollment data.
	Oversee planning and bidding protocols for Next Generation Colonie 2025 Phase I (work start – Summer 2024)
	Oversee the ongoing implementation of digital camera system installations in all District buildings. Verify that all internal cameras are installed and operating this school year.

**MANAGEMENT PLAN
2022-2023**

TITLE: DEPUTY SUPERINTENDENT

NAME: TIMOTHY BACKUS

CRITICAL SUCCESS INDICATORS:

	<p>Create a structure to open school with the updated COVID restrictions.</p> <ul style="list-style-type: none"> ▪ Review and monitor those plans as conditions and restrictions change during the course of the school year.
	<p>Create a plan to support the BOCES Regional Virtual School to deliver instruction to students that opt for remote instruction.</p> <ul style="list-style-type: none"> ▪ Work with the Virtual Liaisons to staff the BOCES Regional Virtual School. ▪ Monitor the progress of the BOCES Regional Virtual School.
	<p>Create a plan to improve state assessment scores and increase mastery rates for all students across the District.</p> <ul style="list-style-type: none"> ▪ Work with the Leadership Team to review the data associated with the sub-group results to identify trends and needs. ▪ Implement structural, curricular and institutional changes to respond to the changes in testing and curriculum. ▪ Monitor and evaluate the instructional and curricular changes in Grades K-6. ▪ Work with the Full Leadership Team, and the Director of Alternative Programs to monitor at-risk students and provide appropriate interventions. ▪ Monitor the learning gaps of the students that were either hybrid, virtual or in-person.
	<p>Employ strategies to monitor the delivery of the Next Generation Learning Standards.</p> <ul style="list-style-type: none"> ▪ Examine the Next Generation Learning Standards to identify resources that are needed to support the curriculum. ▪ Work with Supervisors, Principals and the Supervisor of Technology and Innovation to monitor i-Ready at the K-8 level and provide additional professional development. ▪ Work with the Full Leadership Team to continue to refine our implementation of the Next Generation Learning Standards. ▪ Continue to integrate the Next Generation Learning Standards for reading and writing across all subjects and special areas. ▪ Alter our approach to Next Generation Learning Standards based on the impact of the shutdown and the opening of school.
	<p>Improve state assessment scores for sub-groups across the District.</p> <ul style="list-style-type: none"> ▪ Meet with principals and supervisors on a regular basis to review cohort and individual student data. ▪ Identify the subgroups most in need of improvement and work with the Full Leadership Team on an improvement plan. ▪ Determine how those subgroups were impacted by the shutdown and offer necessary strategies to address concerns.

	<p>Create an environment conducive to 21st Century Learning opportunities.</p> <ul style="list-style-type: none"> ▪ Work with the Supervisor of Technology and Innovation, the K-12 Principals and the Library Media Specialists to provide opportunities for all students to gather and evaluate information from a variety of sources. ▪ Prepare students for College and Career Readiness, by evaluating potential opportunities such as CEIP, CTE endorsements, community partnerships and STEM-related activities. ▪ Assist the IT Department in their implementation of an overall master plan for the integration of the new instructional technology in the District. ▪ Continue to look at ways to improve our hybrid and on-line course offerings.
	<p>Monitor the progress of early intervention strategies and new initiatives.</p> <ul style="list-style-type: none"> ▪ Examine the Fountas and Pinnell and UPK assessment data to determine the strengths and weaknesses of the early intervention programs. ▪ Investigate strategies to address early interventions with limited resources going forward.
	<p>Oversee the monitoring of K-12 cohort tracking tools to increase graduation rates and the number of students receiving Advanced Regents Diplomas.</p> <ul style="list-style-type: none"> ▪ Meet with the High School Principal and Assistant Principals on a regular basis to review cohort and individual student data. ▪ Meet with the K-8 Principals and Supervisors on a regular basis to review cohort and individual student data. ▪ Review and revise the cohort tracking tools, including i-Ready and explore other options to track the cohorts. ▪ Review the use of the assessments at the K-8 level for redundancy and possible elimination of assessments. ▪ Review the academic progress of students as we continue to adjust to post-pandemic environment.
	<p>Implement the APPR plan that complies with the 3012-d for the upcoming school year:</p> <ul style="list-style-type: none"> ▪ Work with the Full Leadership Team to identify how to adjust to the changes associated with COVID as it relates to APPR. ▪ Work with the Full Leadership Team to identify tools that will assist in the implementation of 3012-d. ▪ Continue to collaborate with the relevant stake holder groups to maintain a process that complies with existing regulation. ▪ Use of Staff Trac to manage the process associated with teacher evaluation. ▪ Monitor the need to make-up observations from the shutdown last year to ensure that all non-tenured teachers have the necessary number of observations at the end of their tenure period. ▪ Reintroduce many aspects of the APPR plan after two years of waivers.
	<p>Develop strategies which will increase the number of students enrolled in AP and college credit bearing classes.</p> <ul style="list-style-type: none"> ▪ Work with the Supervisors and the High School and Middle School Principals to review our current offerings and instructional staff to increase the number of students receiving AP and college credit.

	<p>Monitor the use of the Ready Math program in Grades K-6.</p> <ul style="list-style-type: none"> ▪ Work with STEAM Supervisor to facilitate the continued professional development related to Ready math ▪ Monitor the feedback from the K-8 Principals on the progress related to implementation of Ready Math ▪ Evaluate the online materials associated with Ready Math
	<p>Monitor and promote the Balanced Literacy and Writer’s Workshop strategies and professional development in Grades K-6.</p> <ul style="list-style-type: none"> ▪ Work with Supervisors and K-8 Principals to implement i-Ready at the Elementary and Middle level. ▪ Collaborate with the K-8 Principals and Supervisors to increase the percentage of students, Grades K-6, meeting grade level benchmark on the Fountas and Pinnell literacy assessment. ▪ Continue to revise the use and reporting of the data associated with the Fountas and Pinnell and i-Ready. ▪ Collaborate with the K-8 ELA Supervisor and the K-8 Principals to implement a common vision and philosophy for literacy instruction across the District. ▪ Extend that vision of literacy instruction to the Virtual Academy.
	<p>Evaluate instructional content and curriculum as needed.</p> <ul style="list-style-type: none"> ▪ Chair CRB and implement the curriculum review cycle to monitor changes in curriculum at the local and state level. ▪ Make the necessary changes to the CRB in light of the changes necessary related to COVID and shrinking resources.
	<p>Monitor the expanded implementation of the Math AIS program</p> <ul style="list-style-type: none"> • Work with the STEAM supervisor to review the staffing level for AIS in grades K-8 • Work with the STAM supervisor and the building principals to review the efficacy of the Math AIS services
	<p>Increase the overall graduation rates at Colonie Central High School.</p> <ul style="list-style-type: none"> ▪ Meet with the High School Principal, Assistant Principals and Supervisors to review individual and cohort data to monitor the progress of the grade level classes. ▪ Coordinate alternate education offerings to maximize the number of students that successfully graduate in June and August.
	<p>Monitor and provide professional development opportunities to new and veteran teachers to meet current challenges and mandated changes.</p> <ul style="list-style-type: none"> ▪ Chair and coordinate the Professional Development Committee. ▪ Work with the Full Leadership Team to coordinate professional development opportunities at all levels. ▪ Work with the Full Leadership Team to review the regulations regarding in-service credit. ▪ Monitor the needs of the staff to identify professional development opportunities related to virtual learning.

	<p>Oversee the continuation of student achievement presentations at the Board of Education level, comparing year-to-year cohort performance.</p> <ul style="list-style-type: none"> ▪ Work with the Superintendent to coordinate the academic presentations to the Board of Education. ▪ Coordinate relevant presentations to the Board of Education’s Academic Achievement Committee
	<p>Work with the Supervisor of Special Education and the Supervisor of Special Programs to implement the recommendations of the SED Audit.</p> <ul style="list-style-type: none"> ▪ Identify professional development opportunities for the Special Education Department and the District overall to address identified needs. ▪ Coordinate staffing to meet the needs of the revised Special Education continuum. ▪ Secure resources that are necessary to support the various Special Education Programs. ▪ Monitor and support the steps necessary to continue the implementation of co-teach K-12.
	<p>Monitor all District-wide character education programs.</p> <ul style="list-style-type: none"> ▪ Work with the chair of the District-Wide Character Education Committee to continue the implementation of building level character education initiatives. ▪ Work with the District-Wide Character Education Committee to monitor the iCare initiatives. ▪ Work with the District-Wide Character Education Committee to implement a sustainable back-pack program for the community.

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSISTANT SUPERINTENDENT FOR MANAGEMENT SERVICES & STRATEGIC PLANNING

NAME: JACQLENE MCALLISTER

CRITICAL SUCCESS INDICATORS:

	<p>Maintain positive working relationships with the Board of Education, District Office personnel and building-level staff.</p> <ul style="list-style-type: none"> ▪ Maintain open communication and provide support and assistance as requested. ▪ Respect, appreciate, and support staff, enabling and encouraging a positive work environment. ▪ Appropriately participate in Board-level and school-based committees and events within the school community to assess District priorities, assist in the development of the District’s strategic plan, and plan future initiatives.
	<p>Prepare and present the 2023-2024 operational budget.</p> <ul style="list-style-type: none"> ▪ Work with the Board of Education and Administration to align program and service expenditures with available revenues. ▪ Maximize funding for instructional programming based upon recommendations from the Superintendent and Deputy Superintendent, taking into consideration available resources within the budget. ▪ Develop a budget plan that reflects a multiple year perspective, balancing support for students and staff with the needs of District taxpayers and current financial realities. ▪ In cooperation with the Superintendent, Deputy Superintendent, and Assistant Superintendent of Human Resources & Safe Schools, provide program and fiscal recommendations to maintain a tax levy that 1) supports instructional programs and services to the maximum extent possible; 2) complies with the tax levy limit statute; 3) recognizes current state and federal funding limitations and 4) is at a level that the community can support. ▪ Present budget and fiscal information in a manner that is consistent, understandable, and transparent in an easily accessible format. ▪ Prepare per pupil expenditures and budgets by school building to comply with Federal ESSA and New York State Funding Transparency reporting requirements.
	<p>Maintain fiscal stability of the school district.</p> <ul style="list-style-type: none"> ▪ Continually monitor, assist in coordinating and filing of the Federal Stimulus Grants as to align with general fund budget and ensure future sustainability. ▪ Develop a baseline financial forecast based on current information available. To the extent possible, the forecast should be linked to known program and fiscal changes.

	<ul style="list-style-type: none"> ▪ Ensure that funds are expended efficiently and are within the scope of the current operational budget. ▪ Within available resources, the financial plan shall maximize support for quality educational programs which meet student needs, support new initiatives and are aligned with the District’s academic achievement goals and priorities. ▪ Forecast, on an ongoing basis, the District’s general fund balance and develop a multi-year fund balance plan that maintains an appropriate and sustainable level of reserves to the extent possible. ▪ Manage available reserves and fund balance to provide tax stabilization, program stability and flexibility, and funds for unanticipated expenses and emergencies.
	<p>Oversee execution and purchasing of Federal Stimulus Grants</p> <ul style="list-style-type: none"> ▪ Compliance with all state and federal mandates. ▪ Ensure purchases are being done with equity among buildings and subject areas, and according to the grant’s purpose. ▪ Continue to work with Superintendent, Deputy Superintendent, and Assistant Superintendent of Human Resources & Safe Schools to plan for when the grants end. ▪ Participate in the Coordinated Review process of the stimulus grants with SED.
	<p>Oversee all operations of the Business Office to ensure the following.</p> <ul style="list-style-type: none"> ▪ Compliance with all state and federal mandates. ▪ Operational standards are being met. ▪ Audit recommendations are being followed and implemented. ▪ Increase efficiencies through process evaluation and continual improvement. ▪ Work toward eliminating duplicate paperwork and a more paperless environment.
	<p>As the purchasing agent for the District, strive to achieve costs savings while maintaining quality goods and services.</p> <ul style="list-style-type: none"> ▪ Review purchasing policies and procedures and update as necessary. ▪ Provide written guidance to ensure compliance with state and federal mandated procurement and bidding requirements and conduct training for new staff as needed. ▪ Explore and evaluate cooperative purchasing opportunities with other districts or governments to maximize resources and reduce expense (Educational Data Services, BOCES, Local, Regional and National Purchasing Cooperatives). ▪ Continue to streamline the purchasing process to achieve greater efficiency, reduce paper flow and provide real-time budget status for building and department level users. ▪ Base purchases on prudent judgment and sound financial practice, taking into consideration quality, cost and availability.
	<p>Maintain an open line of communication with labor units.</p> <ul style="list-style-type: none"> ▪ Participate in the review and resolution of collective bargaining issues. ▪ Collect data and prepare comprehensive, multi-year proposals for contract negotiations that will offer fair compensation and benefits for employees while providing financial stability and long-term sustainability for the District.
	<p>Maintain an open line of communication with the Board of Education, administration, staff and community members in regard to fiscal operations. Offer guidance and support as needed.</p>

	<p>Continue to examine cost-effective options for liability insurance, workers' compensation and health insurance management.</p> <ul style="list-style-type: none"> ▪ Work with District insurance providers to develop strategies which hold the District's insurance liability to a minimum. ▪ Seek new health care options which comply with the provisions of the Affordable Care Act while maintaining acceptable benefit levels for employees. ▪ Continue to implement the reporting requirements of the Affordable Care Act or other newly legislated health care reform.
	<p>Work with the Board of Education, administration, faculty, staff and community on current Capital Improvements, Technology Initiatives, and Long-Term Facilities Planning.</p> <ul style="list-style-type: none"> ▪ Provide capital project oversight including participation in project meetings, budget management, debt issuance, coordination of payment and change order processes, final close-out, and State reporting for the Colonie 2020 Phase IV Capital Project Plan, Lisha Kill Switchgear Project, Capital Outlay Exclusion Project and Capital 2025 project. ▪ Continue to provide support and direction the acquisition of the BOCES CTE Property at 1015 Watervliet Shaker Road. ▪ Prepare and work with team members on marketing materials, presentations, and required documents for the October 18 Capital Project Vote for the Next Generation 2025 Capital project. ▪ Should the vote pass, work with construction and district team to begin groundwork for design and submission to SED on Capital 2025 project. ▪ Provide fiscal guidance related to the on-going maintenance, repair, and management of school facilities, roadways, and parking areas. ▪ Provide support in the review and update of long-range facilities plans, equipment replacement plans, and facilities-related Safety & Health programs.
	<p>Oversee all operations of the Food Service Department.</p> <ul style="list-style-type: none"> ▪ Work with Food Service Director to plan meal delivery for students receiving in-person and remote instruction during the Summer 2022 and 2022-23 school year. ▪ Routinely evaluate Food Service Budget to mitigate any loss in operating the program. ▪ Continue to examine and restructure the School Food Service Program for cost savings and operational efficiency. ▪ Work with Food Service Director to modify program offerings and increase program participation, especially in the wake of the loss of free meals for all. ▪ Support the Food Service Director in applying for waivers and additional funding. ▪ Ensure state and federal guidelines and safety requirements are being met. ▪ Maintain quality meals for children at a reasonable cost. Incorporate fresh produce and home-cooked items in menu planning. ▪ Promote healthy choices and wellness in menu planning and student/family outreach regarding the food service program. ▪ Work with Food Service Director to start identifying top 8 allergens on menus for ease of parents with students with allergies.

	<p>Work in concert with administration and staff on Instructional Technology financial planning, budgeting and purchasing initiatives; including CVLA and remote learning.</p> <ul style="list-style-type: none"> ▪ Utilize hardware and software resources within the District to increase efficiency and improve instruction, business and personnel operations. ▪ Assist in the development of technology infrastructure recommendations for capital project planning purposes. ▪ Assist with technology planning and procurement process utilizing available funds.
	<p>Oversee all operations of Transportation Department.</p> <ul style="list-style-type: none"> ▪ Work with Transportation Supervisor to ensure transportation department has the proper equipment and supplies to safely transport students. ▪ Orchestrate the purchase of new school buses, disposition of old vehicles and planning of future bus fleet needs. ▪ Ensure that regulatory standards and safety requirements are met. ▪ Review fleet needs, bus routes, communication planning, programming, personnel management, procurement and bus facility maintenance for efficiencies and cost savings. ▪ Support the Transportation Director in efforts to monitor the GPS System and improve transportation protocols based on the data collected. ▪ Serve on Bus Stop Review Committee to assist in the resolution of requests for bus stop or route changes. ▪ Advocate on behalf of transportation department in easing the burden of hiring of bus drivers. ▪ Review outside contracts as needed.

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES & SAFE SCHOOLS

NAME: CHRISTOPHER ROBILOTTI

CRITICAL SUCCESS INDICATORS:

	<p><u>Achievement Accountability – Improving Teacher Performance:</u></p> <ul style="list-style-type: none"> ▪ Comply with all local, state and federal hiring requirements, laws and regulations, EOC, discrimination laws and NYS labor laws. ▪ Administer and oversee the review of all certified/credentialed staff to assure all certifications are up to date and current. Validate credentials prior to hiring/appointing an individual to a position. ▪ Oversee all aspects of school operations related to Human Resources. Address time sensitive issues as needed with individuals and labor groups. ▪ Provide and secure qualified and competent substitute teachers and support staff. Establish a mechanism to oversee, supervise and evaluate substitutes’ performance and remove/terminate individuals with poor/inadequate performance. ▪ Continue to provide leadership support and guidance for the selection and recruitment of instructional and support personnel and assist with staff evaluations and disciplinary actions. ▪ Actively participate in the APPR-teacher evaluation process. Implement and maintain an accurate evaluation record keeping system.
	<p><u>Develop and Monitor Professional Development of all District Employees:</u></p> <ul style="list-style-type: none"> ▪ Oversee the software-driven Professional Development tracking system (PD Express) during the 2022-2023 school year. Provide support and training to all teaching and teaching assistant staff. ▪ Provide Staff Training and support in use of PD Express. ▪ Work with the Administrative Staff and teachers to develop relevant courses and classes for improving teaching skills and student performance. ▪ Manage and oversee changes in employee salary increase due to in-service, graduate credits and seminar on educational issues credits. ▪ Develop and oversee the Administrator Mentor Program in an effort to provide compliance and to provide a structured system of support for new administrators. ▪ Coordinate, plan and facilitate New Staff Orientation (2 days) in August for new instructional staff employees.
	<p><u>Maintain District Compliance with all Federal and State Labor and Employment Laws:</u></p> <ul style="list-style-type: none"> ▪ Attend training and keep up-to-date on issues related to employee relations and professional certifications. (i.e. Title IX, school law) ▪ Maintain a high level of confidentiality regarding employee files. Comply with all federal and state laws and regulations. ▪ Meet all Albany County Civil Service hiring procedures and protocols. Maintain open lines of communication with the Civil Service Department regarding hiring processes and any changes in the Civil Service regulations. ▪ Provide support and assistance in assuring all policies, procedures and practices promote diversity and meet all federal and state laws and regulations ▪ Oversee the HR Department’s transition to Frontline/Recruitfront for onboarding, hiring, and paperless conversion.

	<ul style="list-style-type: none"> ▪ Handle FOIL requests on behalf of the District.
	<p><u>Establish a Strong Working Relationship with the Various Labor Groups and Unions Affiliated with SCCSD.</u></p> <ul style="list-style-type: none"> ▪ Develop plans for future negotiations with various labor groups. ▪ Establish and maintain open communications with all bargaining units and manage/respond to all formal grievances. ▪ Participate in negotiations with all bargaining units. ▪ Responsible for the creation of MOA/MOU with bargaining groups as needed.
	<p><u>Provide Professional Assistance and Help to All SCCSD Employees:</u></p> <ul style="list-style-type: none"> ▪ Recommend employees to needed support networks as needed. ▪ Maintain up-to-date information and documentation regarding all employee benefits (health insurance, sick days, personal and family days, and fringe benefits). ▪ Be available to investigate staff disciplinary/misconduct issues in a confidential manner and assure a non-biased and objective investigatory process. Consult with the school attorney when necessary. ▪ Investigate all allegations of sexual harassment and discrimination and provide a detailed report and summary to the Superintendent. ▪ Consult with staff regarding leave requests, resignations, retirements, etc. ▪ Maintain and manage the confidentiality of all personnel records and control, regulate and restrict access to such information to Central Office staff that require access. ▪ Review and provide documentation regarding unemployment and Worker’s Compensation claim. Attend unemployment hearings when necessary. ▪ Support the Superintendent, as the designee, for student discipline hearings when needed.
	<p><u>Safe Schools:</u></p> <ul style="list-style-type: none"> ▪ Oversee Safe Schools programs and make recommendations for adjustments. <ul style="list-style-type: none"> ○ Chair the Safe Schools Committee. ○ Provide training and oversight for all school drills. ○ Maintain an updated Safe Schools Secure Manual. ○ Share Safe Schools Plans with Colonie Police Department and NYS Police. ○ Develop a Safe Schools Drill Grid and update annually. ○ Develop a Safe Schools quick reference guide for evening staff. ○ Oversee e-Visitor Pass system at the High School and Middle Schools. ○ Oversee new security camera system upgrades and remote card access systems. ○ Develop and implement training schedule online for HazCom, Safety Training, Sexual Harassment Training and other mandated yearly trainings. ○ Title IX Co-Coordinator for SCCSD. ○ Oversee staff development for AED/CPR and Incident Command Trainings. ○ Work with the Transportation Department and Committee to review safety policies related to student transportation and staff development. ▪ Work collaboratively with the Community Engagement and School Safety Coordinator on Safe School audits, oversight, planning, and training. ▪ Manage the Pandemic Crisis Protocols <ul style="list-style-type: none"> ○ COVID Coordinator (as needed) for SCCSD. ○ Coordinate with Local Health Officials and School Nurses on protocols for symptoms and positive cases of COVID-19. ○ Work with the Communications Team and Principals to message out to community members when necessary.

**MANAGEMENT PLAN
2022-2023**

TITLE: EXECUTIVE PRINCIPAL – COLONIE CENTRAL HIGH SCHOOL

NAME: THOMAS KACHADURIAN

CRITICAL SUCCESS INDICATORS:

	<p>Provide leadership to Colonie Central High School administrative, instructional and support staff that supports and is committed to the <i>Initiatives of the District</i> specifically those targeting: Academics, Character, Wellness & Community.</p> <ul style="list-style-type: none"> ▪ Improve proficiency in Regents passing and mastery ▪ Physical, mental and Cyber security and safety. ▪ Further DEI conversations through presentations, PLC’s & ▪ Review and define engagement ▪ Re-evaluate how we administer and value Final Exams ▪ Explore and grow College and Career opportunities ▪ Build Work-based Challenges and Performance Related Assessments into Curriculum
	<p>Promote a community, which prepares all learners by providing opportunities for all stakeholders to work together on projects/programs which foster school pride, community service, and personal responsibility. Support iCARE, NHS, Key Club, Senate, Best Buddies and all other service based clubs and organizations. Explore Passport of Good and use this tool to better assess and compile our volunteerism as a bridge to A Seal of Civic Readiness.</p>
	<p>Establish and maintain a safe and healthy learning and working environment, which supports Academic Achievement and ensures proper execution of BOE policies.</p>
	<p>Oversee and provide direction to the High School’s academic program. A key element of this goal includes identifying courses and programs that are essential in providing students with the necessary attributes and skills to be successful in a future of changing technology and economic uncertainty. In particular, emphasis will be placed on Advanced Placement (AP) courses, University in the High School classes, and Career and Technical Education (CTE) programs to Prepare All Learners to yield Academic Achievement. Secondary to this is foster greater community connections affording internships and work-based challenges.</p>
	<p>Track the Academic Achievement of each cohort group and develop strategies to increase student achievement on high stakes testing and raise graduation rates. Emphasis will be placed on monitoring all student progress and developing strategies to increase academic achievement and graduation rates among the sub-group of students.</p>
	<p>Track the VADIR/Suspensions of each cohort group and develop strategies to decrease the reportable incidents that might affect the school community and hinder progress toward a development of whole and meaningful character-centered citizens.</p>
	<p>Participate in District-wide implementation of 3012d APPR requirements for the instructional staff. In accordance with the District’s APPR plan, meet with teachers, observe classrooms and direct instruction in order to promote a culture of success with our staff as well as drive results to meet District Initiatives and Academic Achievement. Additionally, recognize and provide the</p>

	guidance and support our new Associate Principals might require to adequately and consistently offer feedback to our teaching staff.
	Provide teachers with upgrades in educational technology in accordance with instructional needs, evolving DL instruction and fiscal constraints. In order to Prepare All Learners classroom strategies must include elements of blended learning to effectively differentiate to meet the needs of all of the learners in the room. Continue to grow and learn from our hybrid experiences from the previous year's instruction.
	Provide support and leadership to programs which promote <i>District Initiatives</i> through cooperation between school and community/business organizations to better prepare students for career success. In particular, continue to foster the growth of CEIP, forge deep partnerships with area colleges, businesses, skilled trades representatives and militaries while showcasing the <i>College and Career Planning Center</i> . Additionally, work closely with Kristin Mesick to devise and implement yearly initiatives for the CCPC targeting student opportunities during and after high school.
	Evolve our career pipelines with a central focus this year on our Teaching Academy and Literacy Center. Students in Teaching as a Profession will complete level 1 TA certification. Partnerships with SUNY Albany's student teaching program will also enhance student to emerging teacher initiatives to help fill teacher deficiencies.
	Work closely with the Town of Colonie to identify unfilled jobs and target skill sets needed to create school to workforce entry pipelines. Site visits, guest speakers and work-based challenges will be sought and offered as opportunities to our student population.
	Further develop a network of resources and track student successes as post graduates of CCHS. Spread and help flourish the CHAIN (Colonie High Alumni Integration Network) to amass resources and connections for current students to find guidance and mentorship from our alum.
	Responsible for the development of the 9-12 Master Schedule and aid in the coordination of the K-8 Special Areas schedule where applicable. This requires collaboration with Administration, Athletic Director and the Special Education Chairperson. Work closely with the entire IT Department and ASPEN trainers to produce and review the reports which facilitate the balancing and successful completion of the Master Schedule.
	Further drive families to both ASPEN and Google Platforms as communication mediums to keep parents and families aware, involved and thoroughly informed in the academic and social realms. The goal is to bridge the gap and ensure we are accountable to our students and families for the Academic Achievements of their children.
	Work closely with the District Team and Communications Director(s) to focus communications to Parent Square. To be vigilant, transparent and exceptionally communicative with our Parent and Student population via Parent Square. Additionally, look to lead our teachers in this open communication approach and help them become greater partners with our families.
	There will be a continued effort on my part to be more active on Social Media outlets to help brand our <i>Better Every Day</i> mindset at the High School and District in a positive light. I will seek opportunities to share our victories and accomplishments on a regular basis to stay relevant and connected to the community.

	Work closely with Bob Stranahan (health teacher) and support the training of Mental Health First Aid with 10% of our faculty as well as our student leaders. Continue to evolve our SHAPE initiatives via this vehicle of support and whole school training.
	Continue to support the growth of Professional Learning Communities or Teams that promote a Better Every Day Mentality. What we view as best practices are getting reinforced, while the more innovative staff can move us toward ‘next’ practices to improve our academic achievement results. Better classroom strategies to reach All Learners, with highly trained teachers and with various pedagogical strategies should yield better results toward the District Initiatives.
	A renewed energy will be provided to build social capital through the branding of our Better Every Day mindset. We will be celebrating and acknowledging our victories with students. Faculty will be participating in weekly garnet and gold celebrations, be offered unique experiences on Fridays and communicated with every week to foster an open, transparent and informed population of educators.
	Work closely with district and local DEI committees to develop and enhance reflective opportunities for students and staff to benefit from thoughtful conversations that focus on Diversity, Equity and Inclusion and how it impacts teaching, learning, extracurricular opportunities, college and career planning.
	Collaborate with District Administration and AD: Bill Roemer to create a campus feel centered on redesigning shared spaces (Rec Area, Senior Lounge, Library) as well as investing in a thoughtful Branding package that cultivates pride and ownership of students and faculty to the school.
	Focus faculty efforts regarding defining and seeking to maximize student engagement. Each department will look to chronicle and create a rubric encapsulating peak engagement to be witnessed in a classroom.
	Evaluate final exam formatting and use. Look to create demonstrations of knowledge through Capstone Projects and presentations of project based discovery.
	Implement our: Safer & Smarter tomorrow initiative through a 3 pronged approach: physical safety, mental wellness, cybersafety. Partnerships forged with CPD, FBI, Safe Harbor and the National Council for Mental Wellbeing will allow for multiple resources and provide layered training and approaches.

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSOCIATE PRINCIPAL – COLONIE CENTRAL HIGH SCHOOL

NAME: BRIAN SCALZO

CRITICAL SUCCESS INDICATORS:

	<p>Demonstrate school leadership and assume the daily responsibilities and duties of an Associate Principal.</p> <ul style="list-style-type: none"> ▪ Work in collaboration with the Administrative Team to provide a safe learning environment for all students and staff. ▪ Communicate effectively with all stakeholder groups to support the academic achievement and social growth and development of the 10th grade class (i.e., parents, counselors, teachers, social worker, psychologist, SRO, etc.). ▪ Facilitate family meetings throughout the year for any student struggling or in need of additional support. ▪ Analyze student data and monitor achievement at interim and quarterly marking periods. ▪ Track and monitor student progress in students placed in AP, CTE, or college credit-bearing courses. ▪ Handle student behavior referrals and work closely with students on demonstrating positive behavior and consistent attendance. Ensure every freshman has a successful freshman year. ▪ Serve as an integral member of Pupil Study Team (PST) and Attendance Review Committee (ARC) building committees. ▪ Support the district initiative and capital project Next Generation.
	<p>Provide instructional leadership to the Grade 9-12 Special Ed. and Foreign Language Department.</p> <ul style="list-style-type: none"> ▪ Observe/Evaluate teachers in the Special Education and Foreign Language Departments. ▪ Assist with student programming with respect to Special Ed and Foreign Language programming. ▪ Run monthly department meetings and coordinate agenda items with the Special Ed and Foreign Language Department Coordinators. ▪ Work closely with the Special Ed and Foreign Language Department Coordinators to discuss programming, curricular, and assessment needs. ▪ Provide staff members with opportunities for professional development (e.g., instructional technology, Google Apps, local and regional conferences, etc.). ▪ Create the Special Ed. Department and Foreign Language master schedule and room assignments, in collaboration with the Building Principal and Special Ed. Department Co- Coordinators.
	<p>Continue leadership responsibilities with respect to building management, special programs, and school safety.</p> <ul style="list-style-type: none"> ▪ Review safety protocols and drills with Colonie Police and Fire Departments. ▪ Supervise the Main Cafeteria and MUG drop off area before school, and West Wing Cafeteria during all lunch periods. ▪ VADIR Coordinator ▪ Supervise front entrance bus arrival and dismissal.

	<ul style="list-style-type: none"> ▪ Supervise Substitute Teachers ▪ Oversee character education/anti-bullying/school climate: iCARE ▪ Youth Bureau Liaison ▪ Coordinate Student Clubs/Student Activities ▪ Coordinate Student Fundraising ▪ Liaison to the Library ▪ Supervise Monitors ▪ Coordinate Junior Transition Program w/Guidance ▪ Supervise and Evaluate Designated Teaching Assistants. ▪ Oversee building utilization, field trips, census verification, and report cards/ interim reports
	<p>Provide for academic success and support for students in the Junior class.</p> <ul style="list-style-type: none"> ▪ Collaborate with building administrators, supervisors, counselors, coordinators, faculty, and appropriate staff to review graduation requirements, student performance, attendance, and behavior concerns. ▪ Communicate with the Principal of Alternative Education to discuss specific student needs and concerns. ▪ In a joint effort with the Principal and counselors, meetings as needed with students and parents to discuss academic progress and review graduation requirements. ▪ Identify and respond to student needs as they pertain to meeting graduation requirements, guiding students to success.

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSOCIATE PRINCIPAL – COLONIE CENTRAL HIGH SCHOOL

NAME: DAVID PACE

CRITICAL SUCCESS INDICATORS:

	<p>Provide a safe and structured environment which is conducive to learning.</p> <ul style="list-style-type: none"> ▪ Work with the Building Principal and Associate Principals to establish and maintain a safe learning and working environment. ▪ Work with staff for sound virtual program and assist with the transition to Hybrid/virtual student day planning and implementation. ▪ Watchful for updates/review for building safety. ▪ Keep apprised of building plan and vote set for October for building improvements and how plans evolve for best possible use of funding.
	<p>Continue leadership responsibilities in regard to the Class of 2019 cohort.</p> <ul style="list-style-type: none"> ▪ Maintain and update the 2019 cohort information for the High School. ▪ Meet regularly with Principal and Special Education personnel to review cohort data (i.e., student placement, examination record, etc.). ▪ Monitor and adjust for academic progress accounting for past COVID anomalies.
	<p>Provide for academic success and support for students in the Senior class.</p> <ul style="list-style-type: none"> ▪ Collaborate with building administrators, supervisors, counselors, coordinators, faculty, and appropriate staff to review graduation requirements, student performance, attendance, and behavior concerns. ▪ Communicate with the Principal of Alternative Education to discuss specific student needs and concerns. ▪ In a joint effort with the Principal and counselors, meetings as needed with students and parents to review academic progress and graduation requirements. ▪ Identify and respond to student needs as they pertain to meeting graduation requirements, guiding students to success and implement strategies for navigating through the COVID crisis. ▪ Work with IT to bring learning strategies that are effective and in line with inperson learning.
	<p>Maintain leadership responsibilities as supervisor of the Science and Technology Departments.</p> <ul style="list-style-type: none"> ▪ Provide necessary support for faculty in all areas of their positions. ▪ Oversee the APPR program with assigned staff in the High School. ▪ Conduct department meetings to share information. ▪ Continue regular communication with department coordinators in order to maintain a productive and supportive workplace environment. ▪ Facilitate discussion and alignment of Common Core Learning Standards with the current Grade 9-12 curriculum. ▪ Analyze student performance data to share as necessary with individual teachers or the department as needed.

	<ul style="list-style-type: none"> ▪ Investigate possible changes to program and coordinate with staff for best practices and improvement. ▪ Monitor and assist all activities for continued success of Science/Technology Department Initiatives at HS. ▪ Monitor progress and adjust accordingly to any changes with Regents Testing initiatives.
	<p>Oversee changes to exam planning, scheduling, and reporting.</p> <ul style="list-style-type: none"> ▪ Work with the Building Principal and staff to implement testing with Mid-Term/ Regents/Final exams. ▪ Work with High School staff with implementation of Common Core/Regents exams. ▪ Work with Alternative Education and Special Education for testing accommodation and inclusion. ▪ As AP Coordinator, work with staff on AP program implementing the new procedures put in place by AP in the 2022-2023 school year. (assisting students, teachers, parents, and building principal)
	<p>Identify and coordinate methods to improve character education.</p> <ul style="list-style-type: none"> ▪ Work with Mr. Kachadurian and student body for additional thoughts and ideas on character education initiatives that develop success for cohort graduation. ▪ Maintain a healthy atmosphere for learning and growth in the midst of current social/political challenges.

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSOCIATE PRINCIPAL – COLONIE CENTRAL HIGH SCHOOL

NAME: STEPHANIE LUCE

CRITICAL SUCCESS INDICATORS:

	Perform daily responsibilities of an Associate Principal and assist Thomas Kachadurian and the other Associate Principals in providing a safe, structured and nurturing environment for all students at Colonie Central High School to ensure academic success committed to the district’s initiatives targeting: Academics, Character, Wellness & Community.
	Build and develop the 9-12 Master Schedule for the high school.
	Oversee teacher evaluation and comply with the district’s APPR regulations. Coordinate all aspects of the observation process (pre-conference, observation, post-conference, walk-throughs, documentation, etc.). Focus on and Strategize ways by collaborating with instructional staff to increase student engagement and define what student engagement looks like in our classrooms.
	Organize and lead monthly department meetings. Work closely with each department coordinator by communicating about tasks, deadlines and goals for each department. <ul style="list-style-type: none"> • Supervisor 9-12 Mathematics • Liaison to 9-12 Art Department • Liaison to Physical Education Department • Supervisor to Business Department • Liaison to Health
	Facilitate Freshman Transition Program with the Guidance Dept. (SMART = Students Making A Responsible Tomorrow)/Freshman Orientation.
	Oversee IT/Data Processing in conjunction with the district’s IT department and instructional staff. <ul style="list-style-type: none"> • Census Verification Sheets/Semester Procedures • Report Cards/Interim Reports
	Track and monitor academic achievement/cohort data, specifically grade 9 students. Monitor the progress of the students by examining their interims, report cards, and quarterly analysis data. <ul style="list-style-type: none"> • Identify and respond to student needs as they pertain to guiding students to success. • Improve proficiency in regents passing. • Meet with students and parents regarding student performance. • Continue to monitor and adjust with the changing mandates from SED in regards to data-driven instruction by being part of building level inquiry teams. Working with the teams to best support faculty in understanding and implementing the use of academic data.

	<p>Work in partnership with students/families to resolve disciplinary issues and ensure proper execution of BOE policies.</p> <ul style="list-style-type: none"> • Implement Restorative Justice practices to address student discipline and facilitate student reflection. • Provide educational opportunities surrounding difficult topics • Strategize ways to reduce negative classroom behaviors with staff • Comply and report on DASA regulations, expectations, and recommendations via the State Education Department. • Monitor and enhance building Character Education initiatives.
	<p>Assist/oversee academic programming. Analyze course offerings/programming and plan for future course offerings with UHS, AP Courses, CTE, college credit-bearing courses in mind. Create and support partnerships with our community (businesses, colleges) to provide students with accessible opportunities.</p> <ul style="list-style-type: none"> • Create & facilitate the coordination and enhancement of career pathways at CCHS. Collaborate with Kristin Mesick (College & Career Planning Center), guidance counselors to create and implement career pathways. Encourage parental, teacher and counselor coordination in facilitation of the most successful educational pathway each student can and should follow. • Assist with creation of course catalog. • Work with middle school guidance counselors and administrators to educate and place rising 8th grade students into appropriate career pathways based on interest assessments/surveys.
	<p>Collaborate with building administrators, supervisors, counselors, coordinators, faculty, and appropriate staff to review student performance, attendance, and behavior concerns.</p> <ul style="list-style-type: none"> • Active member of the Pupil Study Team (PST) and the Attendance Reduction Committee (ARC); two committees which review the options for students with academic, behavioral and attendance concerns. • Work closely with other administrators and faculty members on several District-wide committees. • Participate and lead PLCs.
	<p>Promote and serve as an active member in the community by working together on school/community based projects.</p> <ul style="list-style-type: none"> • Coordinate and supervise extracurricular programs, school events, clubs and activities. • Work closely with the Icare, NHS, Youth Advisory Board, etc.
	<p>Oversee Fire/safety drills to ensure SED compliance and school safety.</p> <ul style="list-style-type: none"> • Review safety protocols and drills with Colonie Police and Fire Departments. • Supervise the Main Cafeteria during all lunch periods. • Supervise Front Entrance bus arrival and dismissal.

	<p>Work in partnership on our Safer & Smarter tomorrow initiative (physical safety, mental wellness, cybersafety).</p> <ul style="list-style-type: none"> • Provide resources/training to students and staff with support from the following organizations: Colonie Police Dept, FBI, Safe Harbor and the National Council for Mental Wellbeing. • Assist and support the training of Mental Health First Aid with 10% of our faculty as well as our student leaders.
	<p>Work closely with the district DEI committee and continue to explore ways to promote diversity, equity, and inclusion in all facets of our school community paying close attention to the needs of our students and faculty.</p>

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSOCIATE PRINCIPAL – COLONIE CENTRAL HIGH SCHOOL

NAME: MELISSA JUDGE

CRITICAL SUCCESS INDICATORS:

	<p>Provide a safe and structured environment which is conducive to learning.</p> <ul style="list-style-type: none"> • Work with the Building Principal and Associate Principals to establish and maintain a safe learning and working environment. • Focus on and implement the three prongs of safety the Building Principal has introduced in order to build a safer and smarter tomorrow for our faculty, staff, and students: physical safety, mental health, and cyber safety. • Partner with our safety coordinator to review and revise safety protocols as needed. • Partner with our mental health and first aid certified trainer to deliver training to both our staff, faculty, and students. • Learn more about our Passport for Good software; continue to share information with our faculty, staff, and students; utilize Passport for Good with the Seal of Civic Readiness tracking of points and service hours. • Connect with our technology staff in order to assist faculty in utilizing our technology (chrome books, tech equipment in the classrooms) and various software programs (Aspen, Google Classroom, StaffTrac, Learning Programs that have EdLaw2D approved) that enhance our students’ academic experience. • Communicate with families via Parent Square when applicable in order to send essential updates and to provide information.
	<p>Continue leadership responsibilities in regard to the class of 2025 cohort.</p> <ul style="list-style-type: none"> • Maintain and update the 2025 cohort information for the high school. • Meet regularly with Principal and Special Education personnel to review cohort data (i.e., student placement, examination record, etc.) in order to ensure academic success and social well-being. • Think “outside the box” for students who require innovative and create approaches to their learning in order to assist them in achieving academic success, in turn growing their confidence, and helping to prepare them for “life after high school”. • Communicate with our CVLA administrator, Jen Wells, regarding students who need this option. • Track the VADIRs and suspension data for the class of 2025 and develop strategies to minimize these types of consequences. • Track data (including but not limited to attendance, grades, and discipline) and use data to inform action steps. • Communicate regularly with students to set goals; to celebrate their achievements, and to stay focused on the ABCs: Attendance, Behavior, and Classwork. • Communicate and build rapport with the cohort and determine students’ skills and interests and use this knowledge to help them make connections via academics, clubs, volunteerism, and student leadership.

	<ul style="list-style-type: none"> • Partner with families in order to promote student academic success and emotional well-being. • Promote and model this year’s theme of Better Every Day our Building Principal has shared with our faculty, staff, and students.
	<p>Provide for academic success and support for students in the sophomore class.</p> <ul style="list-style-type: none"> • Collaborate with building administrators, supervisors, counselors, coordinators, faculty, and appropriate staff, to review student grades/number of credits, student performance, attendance, and behavior concerns. • Communicate with the Principal and Counselor of Alternative Education to discuss specific student needs and concerns. • In a joint effort with the principal and counselors, meet, as needed, with students and parents to review academic progress and next steps. • Identify and respond to student needs as they pertain to guiding students toward academic success and emotional well-being. • Facilitate conversations between students and their school counselors in order to empower students to pursue various electives, college courses via our Pathways, AP classes, internships, and/or work-based learning opportunities.
	<p>Maintain leadership responsibilities as supervisor of the English and Social Studies Departments.</p> <ul style="list-style-type: none"> • Provide necessary support for faculty in all areas of their positions. • Emphasize the importance of engagement in our classrooms; work with teachers in the English and Social Studies departments to develop their individual, grade level, class-specific engagement rubrics. • Oversee the APPR program with assigned staff in the high school using StaffTrac, giving prompt meaningful feedback to our teachers. • Conduct department meetings to share information, to discuss ideas, and to set goals, and to make plans about how to improve and grow in order to best serve our students. • Continue regular communication with department coordinators in order to maintain a productive and supportive workplace environment. • Facilitate discussion and alignment of the Next Gen Learning Standards with the current 9-12 curriculum. • Analyze student performance data to share as necessary with individual teachers or the department as needed. • Investigate possible changes to program and coordinate with our faculty for best practices and improvement. • Monitor and assist all activities for continued success of Social Studies/English Department Initiatives at HS. • Monitor progress and adjust accordingly to any changes with Regents Testing initiatives. • Continue to work with the Buiding Principal and English Coordinator to develop our Teaching and Literacy Center. • Work with our Building Principal on the English Department and Social Studies Department schedules. • Work with the Social Studies Department to introduce and help our students achieve the New York State Seal of Civic Readiness. • Work with the English Department to reinstate our One Book, One School committee.

	<ul style="list-style-type: none"> Review our approach to final exams and start to develop and utilize projects and capstones as final exams where students have more of a hands-on/presentation-style in order to showcase their learning. Encourage and support the English and Social Studies' department's creative thinking and curiosity as they create these finals.
	<p>Coordinate Safety Drills and Facilitate Safety Trainings.</p> <ul style="list-style-type: none"> Review drill procedures with faculty and staff. Communicate with faculty and staff regarding drills procedures and protocols. Ensure the high school is meeting the NYS drill requirements. Document drills and pertinent drill information and shar it with the Building Principal and our District Office. Work to coordinate and assist in training faculty, staff, and students a revised lockdown response. Partner with our safety coordinate and the Colonie Police Department to execute drills and to review and revise processes. Work with our mental health and first aid trainer to bring training to our faculty, staff, and students.
	<p>Identify and coordinate methods to improve Character Education.</p> <ul style="list-style-type: none"> Work with Mr. Kachadurian and the student body for additional thoughts and ideas on character education initiatives that develop success and promote confidence for our students. Maintain a healthy atmosphere for learning and growth in the midst of current social/political challenges. Assist iCARE with fundraisers, assemblies, forums, and partnership with our current nonprofit, Safe Harbour.
	<p>Partner with the DEI Committee to bring DEI Initiatives to the High School.</p> <ul style="list-style-type: none"> Attend DEI Committee meetings and contribute to various DEI initiatives. Partner with the DEI Coordinator to fulfill ADL's No Place for Hate application and requirements in order to qualify the high school for No Place for Hate status.
	<p>Be a Visible, Present, Service Leader</p> <ul style="list-style-type: none"> Attend school and community events that highlight the effort, accomplishments, and pride of our students, faculty, staff, families. Share events with our District Leaders and BOE members when possible. Assist with what is needed at events and at school in order to lead by example and to offer a hand; as the saying goes, teamwork makes the dream work. Highlight the positive events as frequently as possible in order to share the good work our students, staff, faculty, families, and community members are doing. Be visible, approachable, and build a presence in our building and in the community.

**MANAGEMENT PLAN
2022-2023**

TITLE: PRINCIPAL – LISHA KILL MIDDLE SCHOOL

NAME: LINDSAY M. TRESANSKY

CRITICAL SUCCESS INDICATORS:

Demonstrate school leadership and execute the responsibilities and duties of a Building Principal:

- Work closely with the administrative team to provide a safe learning environment and a positive school culture for all students and staff.
- Provide support and guidance for students and adults in the school community as they transition back from remote or hybrid learning, where applicable.
- Communicate frequently with all stakeholder groups to support the academic achievement and social-emotional growth and development of all students.
- Hold family conferences throughout the year for any student who is struggling or in need of additional supports.
- Oversee the APPR teacher evaluation process, including the coordination of all pre-observation conferences, observations, post-observation conferences, walk-throughs, documentation, and follow-up meetings.
- Complete performance evaluations of teaching assistants and other staff members.
- Collaborate with Operations and Maintenance (O&M) staff and LKMS custodial staff to address cleaning and maintenance needs in the building.
- Analyze data and monitor student achievement at interims and quarterly marking periods.
- Assist students in developing their role as responsible members of a local, regional, national, and global community.
- Track and monitor student progress of students placed in honors, accelerated, and Regents-level courses.
- Establish clear academic and behavioral expectations for the building and work closely with students on demonstrating positive, acceptable behavior and consistent attendance.
- Monitor the use of out-of-school suspension in order to evaluate the efficacy of exclusionary disciplinary methods.
- Ensure every 8th grader has a successful year and participates in the 8th Grade Moving Up Ceremony.
- Serve as an integral member of Multi-Tiered System of Supports (MTSS) and Problem Solving Team (PST) committees.
- Collaborate with Sand Creek Middle School staff to coordinate shared staff and ensure consistency between the two middle schools in the district, wherever possible.
- Collaborate with the Veeder and Saddlewood elementary principals to ensure a smooth transition for the incoming fifth-grade students.
- Partner with Parent-Teacher Association (PTA) to hold community and social events for our students and families.
- Collaborate with Colonie Police and Midway Fire Department to improve safety and emergency response procedures in our building.

	<p>Provide instructional leadership to Lisha Kill Middle School.</p> <ul style="list-style-type: none"> ▪ Collaborate with curriculum supervisors, directors, and instructional staff to implement strategies to improve student achievement, particularly in Grades 5-8 ELA and Mathematics. ▪ Work collaboratively with all district level administrators to determine the most effective allocation of instructional resources in order to maximize student achievement, especially in the areas of English Language Arts, Mathematics, Special Education, Instructional Technology, and Student Services. ▪ Complete all data analysis, reporting, and presenting for Lisha Kill Middle School. ▪ Work closely with staff to assess, monitor, and evaluate all program, curriculum, and assessment needs. ▪ Implement second year of Ready Mathematics program in Grades 5-6. ▪ Implement first year of Second Step curriculum in 6th Grade, and second year in 5th Grade. ▪ Implement second year of RISE, the middle school alternative education program. ▪ Continue to oversee the Co-Teaching program in Grades 5-8. ▪ Oversee the administration of iReady in Grades 5-8. ▪ Lead subcommittee on Diversity, Equity, and Inclusion (DEI) in our building. ▪ Provide staff members with opportunities for ongoing, meaningful professional development (Diversity, Equity, and Inclusion Committee, ParentSquare, etc.). ▪ Serve on the planning committee for the BOCES Regional Virtual Academy. ▪ Serve on the planning committee for the Hudson-Mohawk Valley Area Mathematics Conference, hosted by Guilderland in 2023. ▪ Attend the Association of Mathematics Teachers of New York State (AMTNYS) Conference, hosted in Rochester in Fall 2022.
	<p>Serve as Coordinator of the Lisha Kill Master Schedule.</p> <ul style="list-style-type: none"> ▪ Oversee and build the Lisha Kill Master Schedule. This includes staffing estimates, balancing, analysis, room utilization, and the development of all departmental schedules. ▪ Complete data entry for all departmental schedules into Aspen. ▪ Hand schedule all students in Regents, honors, or performing group courses and modify the Master Schedule as needed to maximize course opportunities for students. ▪ Work closely with staff in the Special Education department to hand schedule students on their caseloads and ensure IEP accommodations are met. ▪ Complete Access 7 and 8 analysis and program all students as needed. ▪ Work closely with the Counseling Department and communicate all necessary schedule updates such as time frame, course offerings, and course enrollment.
	<p>Continue leadership responsibilities with respect to ongoing professional development, building leadership, and special programs.</p> <ul style="list-style-type: none"> ▪ Complete the Ph.D. program in Educational Policy and Leadership at the University at Albany (anticipated) ▪ Serve as a member of the New York State Association for Women in Administration (NYSAWA). ▪ Serve as a member of the Association of Mathematics Teachers of New York State (AMTNYS). ▪ Provide staff with relevant professional development opportunities, such as trauma-informed practices and supporting LGBTQA students. ▪ Collaborate with curriculum supervisors to support district instructional initiatives and improve student achievement.

	<ul style="list-style-type: none">▪ Support staff who are submitting Curriculum Review Board (CRB) proposals.▪ Serve on several district committees including K-12 Instructional Technology, Character Education, Gender Equity, Safe Schools, Recruitment and Selection, Employee Benefits, and Diversity, Equity, and Inclusion (DEI).▪ Attend numerous professional development offerings including The Council’s Women’s Initiative (NYSCOSS), The Principal’s Guild (CASDA), The Attendance Seminar (CASDA), Evidence-Based Observation training (CASDA), Collaborative Problem Solving (CASDA), and Drug Impairment Training for Education Professionals (DITEP) (New York State Troopers).▪ Support and attend school events and activities.
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**MANAGEMENT PLAN
2022-2023**

TITLE: ASSOCIATE PRINCIPAL – LISHA KILL MIDDLE SCHOOL

NAME: CHRISTOPHER LEAHEY

CRITICAL SUCCESS INDICATORS:

	Assist Building Principal Lindsay Tresansky in providing a safe, structured and nurturing environment for students at Lisha Kill Middle School to ensure academic success.
	<p>Assist in the monitoring of cohort tracking for Grades 5-8</p> <ul style="list-style-type: none"> ▪ Meet with the Building Principal, teachers and guidance counselors on a regular basis to review student performance. ▪ Meet with students and parents regarding student performance. ▪ Continue to monitor and adjust with the changing mandates from SED in regards to data driven instruction by being part of building level inquiry teams. Working with the teams to best support faculty in understanding and implementing the use of academic data. ▪ Work collaboratively with Lindsay Tresansky to determine the most effective allocation of instructional resources in order to maximize student achievement, especially in the areas of ELA, mathematics, special education, and student services. ▪ Collaborate with faculty and the IT Department to assist in providing faculty with helpful data to improve their instruction.
	<p>Continue to implement the Mental Health and Wellness Education Program.</p> <ul style="list-style-type: none"> ▪ Identify resources to enhance mental health education and services. ▪ Engage students and families to help expand the impact of the law into the community. ▪ Develop plans for ongoing professional development of faculty and staff. ▪ Establish community partnerships with regional advocates and specialists.
	<p>Provide support to the Guidance Department</p> <ul style="list-style-type: none"> ▪ Assist in organizing department meetings and conference days. ▪ Collaborate with Jim Vardaro and guidance counselors to review strengths, weaknesses and concerns with regards to Middle School guidance. ▪ Continue to build upon stated career readiness initiatives by working with guidance on career day planning with local professionals to speak with eighth graders. ▪
	<p>Oversee student discipline</p> <ul style="list-style-type: none"> ▪ Employ restorative justice practices as the first level strategy in dealing with student behavior referrals. ▪ Meet with students/parents pertaining to chronic disciplinary issues. ▪ Work with teachers to strategize ways to reduce negative classroom behaviors. ▪ Collect and report data for the VADIRS reporting system. ▪ Examine the Aspen system for future discipline data recording. ▪ Assist Lindsay Tresansky in monitoring the use of school suspension in order to evaluate the efficacy of exclusionary discipline methods.

	<p>Assist in promoting and supporting AIS programs within the building.</p> <ul style="list-style-type: none"> ▪ Assist in the implementation of iReady testing in Reading and Mathematics. Provide assistance and support to teachers as they utilize iReady as an instructional and diagnostic tool. ▪ Assist Jim Lovett and the IT department with the initiative to provide Chromebooks to all students in Grades 7 and 8. ▪ Communicate with remedial teachers and monitor student progress.
	<p>Assist in the coordination and enhancement of student transition programs.</p> <ul style="list-style-type: none"> ▪ Collaborate with High School Associate Principal and SCMS Associate Principal Jim Vardaro and transition committee to implement and improve upon the 9th grade transition program. ▪ Collaborate with 5th grade teachers, Elementary Principals Nora Sullivan and Stacey Wranesh to implement and improve upon the 5th grade transition program. ▪ Support guidance department and grade-level teachers on transitions between each grade level. ▪ Collaborate with 4th grade teachers and elementary administrators to identify individual and grade level needs.
	<p>Collaborate with numerous District Administrators on current initiatives and mandates.</p> <ul style="list-style-type: none"> ▪ Work with necessary stakeholders to improve upon District-wide Special Education programs for the Middle School level. ▪ Work with the evaluation committee to interpret, develop and implement changes to the teacher and administrator evaluations as part of the APPR regulations. ▪ Collaborate with necessary stakeholders to improve upon District-wide alternative education programs for the Middle School level. ▪ Prepare 21st century learners via curriculum changes, evolution of technology usage, and STEM related activities. ▪ Participate in District-wide discussions with regards to long-term technology plan and goals for each grade level.
	<p>Collaborate with District and community stakeholders to maintain proper safety procedures throughout the building.</p> <ul style="list-style-type: none"> ▪ Review safety protocols and drills with building safety team and Colonie Police & Fire departments. ▪ Collaborate with School Resource Officer Becky Ruecker on student assemblies with regards to social challenges/trends. ▪ Explore possible safety upgrades to the building that may include increased video monitoring systems.
	<p>Collaborate with O & M and the LKMS custodial staff to address cleaning and maintenance standards.</p> <ul style="list-style-type: none"> ▪ Advocate for aesthetic and structural improvements at LKMS ▪ In cooperation with District-level administrators, assist Lindsay Tresansky in the development of a strategic plan for future infrastructure updates at LKMS.

MANAGEMENT PLAN 2022-2023

**TITLE: PRINCIPAL – SAND CREEK MIDDLE SCHOOL
ADMINISTRATOR FOR ALTERNATIVE EDUCATIONAL PROGRAMMING 7-12**

NAME: MICHAEL MAROHN

CRITICAL SUCCESS INDICATORS:

	<p>Provide leadership in the areas of:</p> <ul style="list-style-type: none"> ● Implementation of District Health and Safety Protocols ● Student Instruction and Achievement ● Student Safety, Character Education, and School Climate ● Alternative Education Programming
	Work with the instructional staff and curriculum supervisors to review student programming options and identify areas for updating and improvement.
	Collaborate with the Lisha Kill Middle School administrative team to bring consistency and cooperation to the middle school experience throughout the district.
	Collaborate with faculty and mental health staff to continue implementing SEL across all grade levels, with particular focus on newly implemented district initiatives.
	Closely monitor attendance data and work to develop action plans related to supporting identified at-risk students.
	Provide leadership in the realm of alternative educational programming, including the oversight and implementation of middle school alternative programming in both buildings.
	Analyze data related to the academic achievement of all cohort groups and work with building and district teams to identify strategies to improve student achievement.
	Work collaboratively with District Level Administrators to determine the most effective allocation of instructional resources in order to maximize student achievement.
	Provide guidance, supervision and mentorship to ensure the professional development of all Sand Creek staff members.
	Assist in the continued implementation of diagnostic testing in reading and mathematics. Provide assistance and support to teachers through continued data analysis of diagnostic and instructional results.
	Assist in the implementation of curricular resources across all grade levels.
	Collaborate with administrators from Roessleville, Shaker Road and Forest Park and Colonie Central High School to assist in the transition of students to and from Sand Creek Middle School.
	Provide leadership for the organization and planning of transition materials (grades four to five, six to seven and eight to nine) and activities for students and families.
	Provide students and families with a clear understanding of building-wide behavioral expectations and work with grade level administrators on implementation of these expectations.

	Effectively communicate with all stakeholder groups through a variety of modalities.
	Provide leadership and supervision of the administrative team at Sand Creek.
	Provide advocacy and oversight of needed aesthetic and structural improvements at Sand Creek.
	Collaborate with O&M and the SCMS custodial staff to oversee and maintain the high standards of cleaning and maintenance within the building.
	Continue to pursue professional development opportunities in the area of administrative leadership that will enhance existing administrative practices.

**MANAGEMENT PLAN
2022-2023**

TITLE: ASSOCIATE PRINCIPAL – SAND CREEK MIDDLE SCHOOL

NAME: JAMES VARDARO

CRITICAL SUCCESS INDICATORS:

	<p>Assist Michael Marohn, the building principal, in creating a safe, structured, and welcoming environment at Sand Creek Middle School that aims to ensure the academic, social, and emotional growth of all students.</p>
	<p>Monitor and track the cohort of students in grades 5-6.</p> <ul style="list-style-type: none"> ▪ Communicate daily with administrators, grade 5/6 school counselor, and classroom teachers to review and discuss student performance. ▪ Work with members of student services to identify academic, social, and emotional needs of students in 5th and 6th grade cohort. ▪ Monitor and assess students while providing appropriate tiered interventions to increase engagement and achievement. ▪ Work with RTI/MTSS team to provide tiered approaches to intervention that align with district policies. ▪ Collect, review and analyze data concerning academic and behavioral trends in classes. ▪ Use data to assist in instructional and building practices. ▪ Establish building-wide systems of support to ensure success for all students.
	<p>Observe, collaborate, and provide feedback for instructional and support staff.</p> <ul style="list-style-type: none"> ▪ Observe formally and informally instructional practices for all teaching staff. ▪ Create opportunity to be involved in day-to-day instruction in all academic domains. ▪ Attend instructional meetings, be familiar with curriculum initiatives and support implementation in classrooms. ▪ Monitor iReady data for student support and academic growth. ▪ Work with IT to support technology usage in day-to-day instruction. ▪ Create more opportunities for accessible technology in classrooms through chromebook allocation. ▪ Provide opportunities for instructional staff to receive quality, professional development opportunities related to in-person and virtual instruction.
	<p>Develop and implement opportunities for shared decision-making and building-wide improvement plans.</p> <ul style="list-style-type: none"> ▪ Coordinate grade level meetings across grades 5 and 6 to discuss building concerns, brainstorm targeted interventions, and identify/address grade specific areas of improvement. ▪ Collaborate with grade levels on implementation of district and building initiatives and protocols (RTI, iReady, character education). ▪ Work with the student services team to identify student needs (academic, social, emotional and/or behavioral) and develop mindful approaches to supporting student growth and reacclimation to traditional school life.

	<p>Develop programming aimed at fostering and developing positive school climate</p> <ul style="list-style-type: none"> ▪ Development of building-wide character initiative aimed at recognizing “students of good character” with a focus on individual traits each month. ▪ Partner with Sand Creek PTA for character recognition opportunities and partnership. ▪ Continue development of character education programming mirroring high school iCare initiatives. ▪ Create student leadership opportunities at all grade levels. ▪ Create student buy-in through character education opportunities occurring frequently throughout the year. ▪ Work with individual grade levels on team specific activities designed to foster and promote a positive learning experience. ▪ Work with grade levels to develop shared approaches to positive experiences for students returning to instruction. ▪ Work with grade levels to provide opportunities for service learning and volunteerism. ▪ Work with grade levels to develop student-driven activities aimed at providing positive experiences throughout the year.
	<p>Assist with implementation of building and student safety protocols.</p> <ul style="list-style-type: none"> ▪ Coordinate mandatory fire evacuation drills in conjunction with new state regulations. ▪ Assist in facilitation of safe schools drills including lockdown and early dismissal. ▪ Work in conjunction with school SRO to examine and address ways to ensure student/building safety.
	<p>Provide support to Student Services team including psychologists, social workers, and guidance counselors.</p> <ul style="list-style-type: none"> ▪ Communicate daily, regarding student’s academic, social and emotional needs. ▪ Intervene and assist with family communication. ▪ Lead Student Services meetings, monthly, to identify and support students in grades 5 & 6. ▪ Collaborate to develop a tiered approach to student interventions. ▪ Work with the student services team to identify student needs (academic, social, emotional and/or behavioral) and develop mindful approaches to supporting student growth.
	<p>Oversee student discipline for Grades 5-8.</p> <ul style="list-style-type: none"> ▪ Meet with students and parents to discuss chronic discipline issues. ▪ Work with families, teachers and students to modify behavioral concerns. ▪ Monitor discipline data to identify trends and implement preventative measures building-wide. ▪ Develop partnerships with families and take a multi-tiered approach to student behavioral issues. ▪ Collect and report data for VADIRS reporting system. ▪ Assist in investigating and documenting all DASA reported issues.
	<p>Collaborate with District administrators.</p> <ul style="list-style-type: none"> ▪ Work with District administrators to develop and implement goals for instruction and student achievement. ▪ Attend curriculum meetings with supervisors to support academic and instructional expectations in classrooms. ▪ Support District initiatives, goals and visions. ▪ Communicate with the Lisha Kill administrative team to identify trends and address age-

	<p>specific concerns for students.</p> <ul style="list-style-type: none"> ▪ Coordinate shared messages across all grade levels to ensure District vision is being expressed to families.
	<p>Assist with the implementation of district-wide initiatives related to technology, DEI, and academic achievement.</p> <ul style="list-style-type: none"> ▪ Work with teachers to review, revise, and improve academic experiences. ▪ Work with teachers to continue providing engaging content and with the assistance of instructional technology. ▪ Work with IT to roll out one-to-one initiatives, across grades 5-8, to provide virtual learning opportunities. ▪ Work with teachers to implement iReady based testing at grades 5-8. ▪ Assist with implementation of increased web-based, curriculum exploration. ▪ Coordinate with teachers across all grade levels to ensure computer lab and device access exists in daily curriculum. ▪ Collaborate with instructional staff on needs regarding technology and curriculum blending. ▪ Assist with rollout of district-wide DEI initiatives.
	<p>Collaborate with District and community stakeholders to provide opportunities for student and staff growth.</p> <ul style="list-style-type: none"> ▪ Utilize District resources including mental health and wellness professionals to assist with student/family needs. ▪ Work with PTA to develop partnership, shared vision, and communicate areas to increase experience for parents/students. ▪ Utilize local churches, proprietors, and business contacts to ensure resources needed for backpack programs, character education, and building initiatives are available. ▪ Collaborate with local businesses and organizations to create school-wide fundraisers, group activities, and opportunities for volunteerism.

**MANAGEMENT PLAN
2022-2023**

TITLE: PRINCIPAL – FOREST PARK ELEMENTARY SCHOOL

NAME: JILL PENN

CRITICAL SUCCESS INDICATORS:

	<p>COVID and Capital Project</p> <ul style="list-style-type: none"> ▪ We will provide an environment that is conducive to learning and perform the daily responsibilities of an elementary principal. ▪ We will continue to update COVID procedures and routines based on recommendations from the Department of Health and State Education Department and monitor and adjust as necessary. ▪ We will promote conversations with our stakeholders to publicize and gain support for our district’s Capital Project.
	<p>Academics</p> <ul style="list-style-type: none"> ▪ We will support the implementation of Ready Math Classroom at the K-4 level. ▪ We will monitor student data and provide targeted interventions to ensure student access to multi-tiered systems of support (MTSS). ▪ We will utilize e-doctrina to inform instruction that supports and challenges learners. ▪ We will support the STEAM position at the elementary level and the Project Lead the Way curriculum. ▪ We will study and develop systems of assessment to ensure equity for all students.
	<p>Wellness</p> <ul style="list-style-type: none"> ▪ We will continue to implement the Second Step SEL curriculum at each grade level UPK-4. ▪ We will Utilize Therapeutic Crisis Intervention Strategies (TCIS) to help support and de-escalate students in crisis and provide opportunities for staff development in those strategies. ▪ We will meet regularly with building-wide mental health teams to support the needs of students and families. ▪ We will provide support to ensure a culture of wellness among all staff members.
	<p>Character</p> <ul style="list-style-type: none"> ▪ We will value diversity and inclusion by providing culturally relevant resources and strategies in the classroom. ▪ We will continue to support social emotional learning and positive character through school wide assemblies, activities and literature.
	<p>Community</p> <ul style="list-style-type: none"> ▪ We will utilize Parent Square as our primary means of communication to support the engagement of parent and community stakeholders. ▪ We will promote diversity, equity, and inclusion for our students, staff, and families “fostering a sense of belonging for all”.

**MANAGEMENT PLAN
2022-2023**

TITLE: PRINCIPAL – ROESSLEVILLE ELEMENTARY SCHOOL

NAME: MARYBETH TEDISCO

CRITICAL SUCCESS INDICATORS:

	<p>COVID and Capital Project</p> <ul style="list-style-type: none"> ▪ We will provide an environment that is conducive to learning and perform the daily responsibilities of an elementary principal. ▪ We will continue to update COVID procedures and routines based on recommendations from the Department of Health and State Education Department and monitor and adjust as necessary. ▪ We will promote conversations with our stakeholders to publicize and gain support for our district’s Capital Project.
	<p>Academics</p> <ul style="list-style-type: none"> ▪ We will support the implementation of Ready Math Classroom at the K-4 level. ▪ We will monitor student data and provide targeted interventions to ensure student access to multi-tiered systems of support (MTSS). ▪ We will utilize e-doctrina to inform instruction that supports and challenges learners. ▪ We will support the STEAM position at the elementary level and the Project Lead the Way curriculum. ▪ We will study and develop systems of assessment to ensure equity for all students.
	<p>Wellness</p> <ul style="list-style-type: none"> ▪ We will continue to implement the Second Step SEL curriculum at each grade level UPK-4. ▪ We will Utilize Therapeutic Crisis Intervention Strategies (TCIS) to help support and de-escalate students in crisis and provide opportunities for staff development in those strategies. ▪ We will meet regularly with building-wide mental health teams to support the needs of students and families. ▪ We will provide support to ensure a culture of wellness among all staff members.
	<p>Character</p> <ul style="list-style-type: none"> ▪ We will value diversity and inclusion by providing culturally relevant resources and strategies in the classroom. ▪ We will continue to support social emotional learning and positive character through school wide assemblies, activities and literature.
	<p>Community</p> <ul style="list-style-type: none"> ▪ We will utilize Parent Square as our primary means of communication to support the engagement of parent and community stakeholders. ▪ We will promote diversity, equity, and inclusion for our students, staff, and families “fostering a sense of belonging for all”.

**MANAGEMENT PLAN
2022-2023**

TITLE: PRINCIPAL – SADDLEWOOD ELEMENTARY SCHOOL

NAME: STACEY WRANESH

CRITICAL SUCCESS INDICATORS:

	<p>COVID and Capital Project</p> <ul style="list-style-type: none"> ▪ We will provide an environment that is conducive to learning and perform the daily responsibilities of an elementary principal. ▪ We will continue to update COVID procedures and routines based on recommendations from the Department of Health and State Education Department and monitor and adjust as necessary. ▪ We will promote conversations with our stakeholders to publicize and gain support for our district’s Capital Project.
	<p>Academics</p> <ul style="list-style-type: none"> ▪ We will support the implementation of Ready Math Classroom at the K-4 level. ▪ We will monitor student data and provide targeted interventions to ensure student access to multi-tiered systems of support (MTSS). ▪ We will utilize e-doctrina to inform instruction that supports and challenges learners. ▪ We will support the STEAM position at the elementary level and the Project Lead the Way curriculum. ▪ We will study and develop systems of assessment to ensure equity for all students.
	<p>Wellness</p> <ul style="list-style-type: none"> ▪ We will continue to implement the Second Step SEL curriculum at each grade level UPK-4. ▪ We will Utilize Therapeutic Crisis Intervention Strategies (TCIS) to help support and de-escalate students in crisis and provide opportunities for staff development in those strategies. ▪ We will meet regularly with building-wide mental health teams to support the needs of students and families. ▪ We will provide support to ensure a culture of wellness among all staff members.
	<p>Character</p> <ul style="list-style-type: none"> ▪ We will value diversity and inclusion by providing culturally relevant resources and strategies in the classroom. ▪ We will continue to support social emotional learning and positive character through school wide assemblies, activities and literature.
	<p>Community</p> <ul style="list-style-type: none"> ▪ We will utilize Parent Square as our primary means of communication to support the engagement of parent and community stakeholders. ▪ We will promote diversity, equity, and inclusion for our students, staff, and families “fostering a sense of belonging for all”.

**MANAGEMENT PLAN
2022-2023**

TITLE: PRINCIPAL – SHAKER ROAD ELEMENTARY SCHOOL

NAME: WILLIAM E. DOLLARD

CRITICAL SUCCESS INDICATORS:

	<p>COVID and Capital Project</p> <ul style="list-style-type: none"> ▪ We will provide an environment that is conducive to learning and perform the daily responsibilities of an elementary principal. ▪ We will continue to update COVID procedures and routines based on recommendations from the Department of Health and State Education Department and monitor and adjust as necessary. ▪ We will promote conversations with our stakeholders to publicize and gain support for our district’s Capital Project.
	<p>Academics</p> <ul style="list-style-type: none"> ▪ We will support the implementation of Ready Math Classroom at the K-4 level. ▪ We will monitor student data and provide targeted interventions to ensure student access to multi-tiered systems of support (MTSS). ▪ We will utilize e-doctrina to inform instruction that supports and challenges learners. ▪ We will support the STEAM position at the elementary level and the Project Lead the Way curriculum. ▪ We will study and develop systems of assessment to ensure equity for all students.
	<p>Wellness</p> <ul style="list-style-type: none"> ▪ We will continue to implement the Second Step SEL curriculum at each grade level UPK-4. ▪ We will Utilize Therapeutic Crisis Intervention Strategies (TCIS) to help support and de-escalate students in crisis and provide opportunities for staff development in those strategies. ▪ We will meet regularly with building-wide mental health teams to support the needs of students and families. ▪ We will provide support to ensure a culture of wellness among all staff members.
	<p>Character</p> <ul style="list-style-type: none"> ▪ We will value diversity and inclusion by providing culturally relevant resources and strategies in the classroom. ▪ We will continue to support social emotional learning and positive character through school wide assemblies, activities and literature.
	<p>Community</p> <ul style="list-style-type: none"> ▪ We will utilize Parent Square as our primary means of communication to support the engagement of parent and community stakeholders. ▪ We will promote diversity, equity, and inclusion for our students, staff, and families “fostering a sense of belonging for all”.

**MANAGEMENT PLAN
2022-2023**

TITLE: PRINCIPAL – VEEDER ELEMENTARY SCHOOL

NAME: NORA SULLIVAN

CRITICAL SUCCESS INDICATORS:

	<p>COVID and Capital Project</p> <ul style="list-style-type: none"> ▪ We will provide an environment that is conducive to learning and perform the daily responsibilities of an elementary principal. ▪ We will continue to update COVID procedures and routines based on recommendations from the Department of Health and State Education Department and monitor and adjust as necessary. ▪ We will promote conversations with our stakeholders to publicize and gain support for our district’s Capital Project.
	<p>Academics</p> <ul style="list-style-type: none"> ▪ We will support the implementation of Ready Math Classroom at the K-4 level. ▪ We will monitor student data and provide targeted interventions to ensure student access to multi-tiered systems of support (MTSS). ▪ We will utilize e-doctrina to inform instruction that supports and challenges learners. ▪ We will support the STEAM position at the elementary level and the Project Lead the Way curriculum. ▪ We will study and develop systems of assessment to ensure equity for all students.
	<p>Wellness</p> <ul style="list-style-type: none"> ▪ We will continue to implement the Second Step SEL curriculum at each grade level UPK-4. ▪ We will Utilize Therapeutic Crisis Intervention Strategies (TCIS) to help support and de-escalate students in crisis and provide opportunities for staff development in those strategies. ▪ We will meet regularly with building-wide mental health teams to support the needs of students and families. ▪ We will provide support to ensure a culture of wellness among all staff members.
	<p>Character</p> <ul style="list-style-type: none"> ▪ We will value diversity and inclusion by providing culturally relevant resources and strategies in the classroom. ▪ We will continue to support social emotional learning and positive character through school wide assemblies, activities and literature.
	<p>Community</p> <ul style="list-style-type: none"> ▪ We will utilize Parent Square as our primary means of communication to support the engagement of parent and community stakeholders. ▪ We will promote diversity, equity, and inclusion for our students, staff, and families “fostering a sense of belonging for all”.

**MANAGEMENT PLAN
2022-2023**

TITLE: P-12 SUPERVISOR OF STEAM PROGRAMMING/LIAISON TO THE VIRTUAL ACADEMY

NAME: GREG BEARUP

CRITICAL SUCCESS INDICATORS:

	<p>Perform the daily duties and responsibilities as the STEAM Supervisor.</p> <ul style="list-style-type: none"> ▪ Meet regularly with staff and other administrators regarding learning and instruction. ▪ Provide the resources and support necessary for teachers to effectively perform the responsibilities of their position. ▪ Stay up-to-date and informed of the findings from the most recent, most widely respected educational research. ▪ Oversee the implementation of the new APPR regulations with the staff I evaluate. ▪ Oversee and assist with the departmentalization of the Math instructional program at Grade 5.
	<p>Analyze the K-2 and 3-8 Math data to monitor student progress.</p> <ul style="list-style-type: none"> ▪ Conduct in-depth analysis of student data reports in an effort to improve instruction. ▪ Work with classroom teachers and building administrators to provide appropriate academic interventions for low-achieving students.
	<p>Offer meaningful professional development to the staff I supervise.</p> <ul style="list-style-type: none"> ▪ Offer training on iReady Classroom Mathematics to support and assist staff with the implementation of the new instructional program that has been adopted K-6. ▪ Offer support the Mystery Science website for K-5 Science. ▪ Provide PD opportunities for Grade K-8 teachers on proven, effective methods of providing differentiated instruction in their classroom. ▪ Offer PD on the resources made available through the Mystery Science Adoption and the newly added Mystery Packs that support inquiry based lessons and hands-on activities. ▪ Work to continue implementation of the iReady Online Diagnostic, Practice and Assessment Program as an intervention for low-achieving students and primary instruction for some of our highest-achieving Math students.
	<p>Improve math results among our Special Education population.</p> <ul style="list-style-type: none"> ▪ Collaborate with the Elementary and Middle School Principals and Mr. Willman in an effort to improve the math achievement results of our Special Education population. ▪ Assist the regular education teachers that I supervise in their efforts to effectively implement the co-teaching model that is now in place in our District. ▪ Analyze sub-group data from State Assessment to identify needs within the Special Education population.
	<p>Continue to employ strategies to improve the quality of our program since the adoption of the Next Generation Learning Standards for Math.</p> <ul style="list-style-type: none"> ▪ Support staff with every aspect of the implementation of the iReady Classroom Mathematics Program that has been adopted. ▪ Provide meaningful support to the ENL. ▪ Continue to review all available information regarding the implementation of the REVISED standards.

	<ul style="list-style-type: none"> ▪ Work with PK-8 to implement the Next Gen Learning Standards for Math. ▪ Preview resources that effectively support our instructional program in 7/8 Math. The McGraw Hill text that we've been using for 10 years is outdated and no longer aligns to the standards. Efforts will be made to utilize the Ready Math Classroom to provide consistency throughout the P-8 instructional program.
	<p>Support an environment conducive to 21st Century Learning and the development of 21st Century Skills.</p> <ul style="list-style-type: none"> ▪ Attend seminars/workshops showcasing the latest trends in education that address 21st Century Learning and Skills. ▪ Continue to evaluate our current Math, Science and Technology programs for appropriate ways to incorporate 21st Century Learning into our curriculum. ▪ Provide opportunities for all students to engage in STEM-related activities. ▪ Incorporate advanced forms of instructional technology into our MS programs (e.g. 3D printers, programmable robots, coding programs, laser engravers, vinyl cutters, foam cutters and introductory units on circuitry and design). ▪ Assist with the implementation of the extensive set of STEAM resources made available through the two-year FUSE Grant from Northwestern University and Siemens.
	<p>Continue efforts to increase the availability of Math enrichment programs for students in our Elementary and Middle School buildings.</p> <ul style="list-style-type: none"> ▪ Establish a Math Olympiad program in all five of our Elementary buildings. ▪ Support the after-school Math Club in each of our Middle Schools in an effort to enrich our Math program and better prepare our most capable students for participation in the MathCOUNTS Competition in February. ▪ Administer the NYS Math League contest to students in our Grade 7 Honors program. ▪ Assist with the implementation of the REVISED 5/6 COMPUTER ED program that is now being offered to all students in both middle schools.
	<p>Develop strategies which will increase the number of Math/Science/Technology credits for students in Grades 8-12.</p> <ul style="list-style-type: none"> ▪ Work with the Assistant Superintendent and Building Principals to increase the number of Middle School students who participate in Regents level courses. ▪ Support and assist Middle School Principals and the staff within the MS STEAM program to implement the new 7/8 STEAM course now being offered for a second year.
	<p>Improve student achievement in Grades 8 Math.</p> <ul style="list-style-type: none"> ▪ Work with Building Principals and the Special Education Supervisor to review data, curriculum and scheduling to improve student achievement. ▪ Work with administrators and teachers to review and investigate effective models in Grades 8 that support the recent restructuring of the Grade 8 instructional/ assessment calendar. ▪ Coordinate and support professional development for Grade 8 Math teachers. ▪ Continue to implement cyclical data meetings with Grade 8 teachers to promote culture of data review to inform instruction in Math. ▪ Effectively implement the additional AIS staff that has been hired at the 5-8 level.
	<p>Support Building Principals with embedded professional development.</p> <ul style="list-style-type: none"> ▪ Participate in Supervisor's meetings. ▪ Facilitate professional development trainings within the building and across the District. ▪ Support the implementation of the Common Core Standards.

	<p>Support the students, staff and families of the South Colonie Virtual Academy:</p> <ul style="list-style-type: none">▪ Evaluate the instructional schedule in an effort to optimize the use of the available resources to support the academic, social and emotional development of all students.▪ Consistently assess staffing needs to verify that sufficient support and assistance is available to support all students in the VA.▪ Monitor the academic progress of students enrolled in the CVLA and investigate possible interventions that can assist and support those students struggling the most with the remote learning environment.

**MANAGEMENT PLAN
2022-2023**

TITLE: SUPERVISOR OF SPECIAL PROGRAMS

NAME: WILLIAM BOARDMAN

CRITICAL SUCCESS INDICATORS:

	Support and provide leadership to all District stakeholders in the areas of Special Education at the 9-12+ Level, English New Language, Health Care Professionals, Universal Pre-Kindergarten, Speech Language Pathologists, Occupational Therapists and Physical Therapists.
	<p>Collaborate with the District Executive Leadership; Building Principals, District supervisors Specifically work closely with the Supervisor of Special Education to address:</p> <ul style="list-style-type: none"> ▪ Staffing schedules in conjunction to student needs at every level. ▪ Evaluation of high needs programs and the overall impact on students enrolled. ▪ Related services/providers as they relate to the Multi-Tiered System of Supports. ▪ Aligning best practices for determining needs and services for students who identify as ENL and/or SpEd.
	<p>Monitor and support Special Education faculty and staff at the 9-12 level in collaboration with the Supervisor of Special Education, CSE Chair, School Psychologists and Building Administrators Tom Kachadurian and Brian Scalzo.</p> <ul style="list-style-type: none"> ▪ Routinely gauge needs and challenges within the various SpEd programs via conversations, classroom visits and department meetings. ▪ Seek professional development/best practice opportunities for department members. ▪ Work to establish sound transition communication between Middle and High School providers. ▪ Communicate with the transition coordinator (CSE Matt Raso) for post graduate opportunities and identify best ways to expose them to these choices. ▪ Evaluate staffing needs based on student IEPs. ▪ Coordinate and work to improve the PAES Lab experience for life-skills students in order to hone work-based skills. ▪ Support and maintain the Colonie Community Connection, the district’s work based learning program, located in Colonie Center. Work with faculty/staff and community partners on means to grow and improve experiences for students.
	<p>Support the students, families and faculty of the ENL program across the District. Communicate with teachers and administrators in the varying levels to gain a better understanding of successful practices and means to enhance the program.</p> <ul style="list-style-type: none"> ▪ Continue to solidify a process to properly identify learning disabilities in comparison to language barriers. ▪ Investigate effective communication tools to disseminate and collect information with families. ▪ Improve upon building initiatives and events geared at enhancing student/family experiences within the District. ▪ Seek professional development opportunities for faculty/staff in regards to CR Part 154 Comprehensive ELL Education Plan (CEEP) and Data Report.

	<ul style="list-style-type: none"> ▪ Collaborate with the Building Principals and Transportation Director on best practices for transportation needs of students. ▪ Continue to support and maintain a co-teach instructional model at Shaker Road Elementary, Saddlewood Elementary, Forest Park Elementary, Sand Creek Middle School and Colonie High School. ▪ Collaborate with school psychologist Ceecee Chung, who will serve as the district’s bilingual evaluator, with students at all levels that may demonstrate twice-exceptional needs for learning disabilities/ENL. ▪ Work towards the establishment of the Seal of Biliteracy for the high school level students. ▪ Continue to support and maintain the annual Multicultural Festival. ▪ Provide options for summer and after-school programming for ENL students across all levels.
	<p>Provide support to the students and families within the District that are classified under the McKinney-Vento Act.</p> <ul style="list-style-type: none"> ▪ Collaborate with District and community stakeholders to assist families in need so that students have essential needs met. ▪ Communicate with the District Registrar with regards to enrollment data and trends, as well as any outlier needs of families. ▪ Attend required and relevant workshops related to liaison responsibilities and needs of the District. ▪ Work with community partners to provide students/families with a weekend supply of food to support their physical well-being.
	<p>Support the efforts of the Universal Pre-Kindergarten programs in both Saddlewood and Roessleville Elementary buildings.</p> <ul style="list-style-type: none"> ▪ Collaborate with the Building Principals and faculty to ensure the needs of the students and families are met. ▪ Communicate with the CSE Chair and early intervention providers with regards to services required for students. ▪ Monitor the intake and assignment process by which students are selected for the program. ▪ Continue to seek means to provide support for un-identified ENL students at the preschool level.
	<p>Provide oversight to the nursing professionals within the District.</p> <ul style="list-style-type: none"> ▪ Collaborate with Mary Downey on any District-wide initiatives/protocols that require attention. ▪ Support professional development opportunities and mandatory trainings as needed. ▪ Communicate with District stakeholders on relative health services notifications.
	<p>Support the related services of Speech, Occupational Therapy and Physical Therapy within the District.</p> <ul style="list-style-type: none"> ▪ Seek professional development/best practice opportunities for department members. ▪ Work to establish transition communication between all levels to help ensure adequate but not excessive services are provided. ▪ Create a District-wide assistive technology protocol for service providers to follow.

	<ul style="list-style-type: none"> ▪ Continue to build upon ways to improve the sensory needs of students through collaborative practices within the district and partnerships with outside agencies such as Chelsea Place.
	<p>Provide oversight of:</p> <ul style="list-style-type: none"> ▪ Medicaid and the maintenance and protocol required for the billing students who qualify. ▪ System to Track and Account for Children (STAC) as it relates to the reimbursement for students with disabilities, pre-school students and homeless students.
	<p>Continue to implement the District APPR evaluation program and initiation of the StaffTrac software system with all assigned faculty.</p>

**MANAGEMENT PLAN
2022-2023**

TITLE: DIRECTOR OF SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES

NAME: MELISSA WILLMAN

CRITICAL SUCCESS INDICATORS:

	<p>Support and provide leadership to all District stakeholders in the areas of Special Education at the Pre-K through 12th grade level.</p> <ul style="list-style-type: none"> ▪ Work with Building Principals and Supervisors to review our existing programs, procedures, and protocols, and identify ways to improve our efficiency and effectiveness. ▪ Review and discuss SPED programs and services to ensure vertical alignment, data collection, and progress monitoring to improve K-12 student achievement. ▪ Meet with staff through regularly scheduled department and building level meetings to identify needs and for improving instruction and overall student achievement. ▪ Work with Deputy Superintendent, K-8 Supervisor of Special Education, Supervisor of Special Programs and Principals to identify SPED/SSS staffing needs for the 2023-2024 school year that would effectively support the implementation of CSE and other SSS programmatic recommendations across the District.
	<p>Address Core Areas of Special Education Department – Organizational Structure:</p> <ul style="list-style-type: none"> ▪ Participate in Pupil Service Team meetings to identify tiered MTSS support plans (goals/evidenced based strategies) to address academic, social emotional and/or behavior needs. ▪ Supervise New York Alternate Assessment (NYSAA) Test Coordination. ▪ Collaborate with PPS Supervisors to ensure alignment of PPS Programs Pre-K-12+. ▪ Continue to collaborate with Council, Supervisors, and Building Principals to foster increased inclusion by creating consistency in Special Education programming. ▪ Make revisions as needed to the SSS-SPED Handbook- that will continue to provide guidance, understanding, and consistency in SPED programming across the District. ▪ Review and evaluate current levels of mental health, social-emotional and behavior supports for high needs students (psychologists, social workers, etc.). ▪ Continue the District Mental Health Team work efforts further develop Building Level Mental Health Teams across the District.
	<p>Address Core Areas of Need for Special Education Department – Professional Development (PD):</p> <ul style="list-style-type: none"> ▪ Support teachers with the development of IEPs to meet compliance and ensure appropriate supports are articulated. And, continue to build internal capacity to provide training in-District. ▪ Share professional resources with teachers and encourage collaborative learning through the use of protocols. ▪ Meet with new PPS staff (1st and 2nd year) throughout the year to support their transition into South Colonie.

	<ul style="list-style-type: none"> ▪ Continue to collaborate with TCIS trainers and Leadership in sustaining the Therapeutic Crisis Intervention for Schools (TCIS) training and crisis response model. Develop monthly refresher training opportunities to increase TCIS practices.
	<p>Continue to participate in and implement the APPR Plan that complies with the approved regulations for the 2022-2023 school year.</p> <ul style="list-style-type: none"> ▪ Continue to work with the assigned staff to fully implement the observation procedures employed by the District.

**MANAGEMENT PLAN
2022-2023**

TITLE: SUPERVISOR OF PHYSICAL EDUCATION & ATHLETICS

NAME: WILLIAM ROEMER

CRITICAL SUCCESS INDICATORS:

	Provide leadership in the areas of hiring highly effective teachers/coaches and the enforcement of South Colonie, SSC, Section 2, and NYSPHSAA guidelines.
	Evaluate the physical fitness test scores and develop strategies to address specific areas in need of correction District-wide. Revise the use of the collection process.
	Oversee the daily establishment of a safe learning environment for participants in a physical education class.
	Implement the athletic weightlifting program in physical education classes.
	Develop a plan to examine data on multi-sport participation and create strategies to improve long-term participation and numbers during declining enrollments.
	Oversee the physical education staff to ensure compliance in meeting the NYS Learning Standards and the District Physical Education Plan and explore opportunities for cross curriculum opportunities with Health Education.
	Continue to work closely with community-based recreational programs in conducting coaching clinics and identifying potential athletes. CDYBL Tryouts.
	Continue to seek input from students, parents, and school personnel on the deliveries and image of our interscholastic programs.
	Continue to monitor the implementation of components of character education in our daily instruction.
	Continue to monitor the completion of the New York State Coaching Certification requirements.
	Provide leadership to develop a three and five-year fiscal plans to address department needs and continuation of programs at risk.
	Provide the necessary supervision at games to create a safe environment for spectators and visitors
	Work with the Transportation Department to develop timely and fiscally responsible bus schedules to and from the “away” games and practices.

	Work collaboratively with the SSC Athletic Directors to make program assessments and recommendations to relate to budget concerns.
	Through the use of technology, develop and provide a source of communication for event schedules and updates to staff, students, parents/guardians, and community members. Schedule Galaxy web-based implementation.
	Work collaboratively with Students, Coaches, Parents and the Guidance Department to develop strategies and plans that support the transition from high school to college.
	Work collaboratively with the Facility Coordinator and Building and Grounds Department to develop strategies that support proper use and allocation of our athletic facilities.
	Monitor and provide opportunities for coaches and physical education staff that support the overall athletic development of our student-athletes.
	Explore internal professional development opportunities to review the covid-19 adaptations to the physical education curriculum K-12. Superintendent's Conference Promotional Day.
	Facilitate the use of Parent Square as a communication tool between coaches and teams and their families.
	Provide leadership in the areas of evaluating teachers/coaches and the enforcement of South Colonie, SSC, Section 2, and NYSPHSAA guidelines.
	Oversee the intramural program to ensure maximum student participation and development. Work with middle school offices to develop a schedule that works with each building.
	Work to develop programs that support character education and student leadership initiatives. Captains Club sponsored by NYSPHSAA.
	Work closely with the Athletic Trainer and Strength Coach to ensure that students are learning the proper mechanics in the weight room and understand the need for preventative and rehabilitative training throughout the season and their careers.
	Work with officials organizations to help to maximize the use of officials at different sports and encourage the recruitment of officials.
	Work with Building and Grounds to establish a routine schedule for field maintenance and improvements.

**MANAGEMENT PLAN
2022-2023**

TITLE: SUPERVISOR FOR INSTRUCTIONAL TECHNOLOGY AND INNOVATION

NAME: JAMES LOVETT

CRITICAL SUCCESS INDICATORS:

	<p>Lead District’s compliance efforts with NYSED Education Law 2D</p> <ul style="list-style-type: none"> ▪ Manage/maintain approved application inventory. ▪ Acquire signed confidentiality agreements for all applications with access to student PII. ▪ Support cybersecurity and technology best-practice awareness training for staff as part of the “back to school” SafeSchools assignment.
	<p>Provide ongoing leadership to the District’s adoption of ParentSquare as the primary communication portal.</p>
	<p>Support current implementation of Aspen and promote the integration of GSuite applications.</p>
	<p>Support further integration of Aspen and Google Classroom, including but not limited to the synchronization of assessments and graded materials.</p>
	<p>Maintain Chromebook replacement cycle for 1:1 in grades 5-12</p> <ul style="list-style-type: none"> ▪ Maintain accurate inventory of Chromebook inventory in K-12. ▪ Increase Chromebook ratio at Grade 2 to 1:1. ▪ Add touch screen devices in Grade K-1 and decommission non-SPED iPads in the Gen Ed classrooms.
	<p>Monitor, support and expand the transition from classroom PCs to faculty-assigned laptops (in conjunction with the District’s computer replacement cycle).</p>
	<p>Protect FERPA data and ease the login process by seeking methods to automate login procedures via SSO or similar function (Clever).</p>
	<p>Provide leadership and back-end support for the continued implementation of the Review360 universal screening tool.</p>
	<p>Update current disaster recovery plan as new hardware is deployed.</p>
	<p>Update job description and re-post IT Facilitator role as Technology Coach.</p>
	<p>Oversight of all aspects and members of the IT Department.</p>

	Integrate Edmentum as courseware and assessment resource in all District Alternative settings (including YDC), High School Math/English, and homebound students.
	Amend and tabletop the District’s IT Incident/Emergency Plan.
	Collaborate with the appropriate stakeholder group(s), including but not limited to IT Staff, District-Wide Instructional Council, BOE, Technology Committee, Superintendent, and Assistant Superintendents to improve or update current procedures, systems, and plans, both short and long-range.
	Chair District’s K-12 Technology Committee.
	Support professional development opportunities to help teachers integrate technology applications into teaching and learning.
	Collaborate with PPS to increase the effectiveness of the Assistive Technology program within the framework of its current staffing.
	Serve as District’s Data Privacy Officer.
	Support the District’s virtual instruction for both in-district and out-of-district students.
	Provide technology leadership to Menands UFSD as part of the inter-municipal agreement between Districts. <ul style="list-style-type: none"> ▪ OSC audit support ▪ Oversight of NERIC and South Colonie Network Admins ▪ Inventory management ▪ 2D compliance ▪ Instructional application support ▪ Purchasing and eRate oversight ▪ BOE attendance ▪ Data Privacy Officer
	Assess technology literacy against ISTE Learning Standards for students in Grades 5 and 8.
	Maintain hardware replacement cycle.
	Provide technical support and leadership to the District’s administrative, instructional and support staff.
	Continue to internally audit using the NIST Cybersecurity Framework.
	Work with District Office to procure and deploy an internal phishing assessment and penetration/vulnerability scan.

	Continue the successful implementation of i-Ready as a diagnostic and instructional resource in grades K-8.
	Increase awareness of and provide access to Open Educational Resources to offset the District's current software subscriptions.
	Manage the District's O&M service request and technology help desk application.

**MANAGEMENT PLAN
2022-2023**

TITLE: SUPERVISOR FOR UPK-8 ENGLISH LANGUAGE ARTS, LITERACY & SOCIAL STUDIES, CVLA LIAISON, RTL/MTSS COORDINATOR

NAME: JENNIFER WELLS

CRITICAL SUCCESS INDICATORS:

	<p>Ensure the successful implementation of the K-12 BOCES CVLA Year 2 with Gregory Bearup.</p> <ul style="list-style-type: none"> ▪ Act as a liaison between BOCES and our students and staff. ▪ Assist out of district students and staff with connecting to our 7-12 courses. ▪ Assist Tim Wright with implementation of 7-12 courses. ▪ Ensure our staff has the support and information they need to be successful.
	<p>Improve student achievement in Grades 3-8 in ELA as indicated by increased proficiency on the NYS ELA Assessment and i-Ready.</p> <ul style="list-style-type: none"> ▪ Monitor the implementation of Lucy Calkins’ Units of Study for Reading and Writing in Grades K-5 and 7-8; particularly the common unit assessments (new this year) ▪ Assist the editing of Grade 6 Units of Study including common assessments. ▪ Monitor the pacing of the units of study as determined by the pacing guide provided to all teachers in September. ▪ Use iReady data to inform small group instruction.
	<p>Assist in the implementation of Foundations for grade 2 pilot (all but Forest Park)</p> <ul style="list-style-type: none"> ▪ Offer training for those who could not attend in Summer 2022.
	<p>Implement MTSS districtwide.</p> <ul style="list-style-type: none"> ▪ Develop MTSS Building teams in all 7 (K-8) buildings. ▪ Train the 7 newly appointed MTSS building facilitators. ▪ Coordinate training for all K-6 teachers in using eDoctrina for RtI tracker. ▪ Work with consultant Kelly Brock to develop an updated handbook that encompasses all aspects of the MTSS framework. ▪ Train ALL K-8 teachers (not just ELA) in the MTSS process. ▪ Attend ALL building MTSS data meetings. ▪ Act as a liaison between PPS and Gen Ed. ▪ Support the implementation of the new SEL screener for the district with Dr. Judge.
	<p>Implement Responsive Classroom Training districtwide.</p> <ul style="list-style-type: none"> ▪ Train all new K-5 teachers in the Responsive Classroom framework (4 day course). ▪ Monitor the training of past individuals by visiting classrooms and observing tenets. ▪ Expand to middle school as soon as available.
	<p>Continue the K-4 Summer Academy program</p> <ul style="list-style-type: none"> ▪ Recruit K-4 students, including ELLs, who need summer support in ELA and Math. ▪ Oversee 2 buildings of 300+ students, 50 staff members including nurses and monitors. ▪ Track student data to assess program strengths and benefits.
	<p>Provide professional development opportunities.</p> <ul style="list-style-type: none"> ▪ Incorporate professional development tailored to the needs of the teachers in regularly scheduled ELA and Social Studies meetings.

	<ul style="list-style-type: none"> ▪ Share professional resources with teachers and encourage collaborative learning through the use of protocols.
	<p>Monitor the implementation of i-Ready with Jim Lovett.</p> <ul style="list-style-type: none"> ▪ Assist teachers with data analysis and instructional implications.
	<p>Assist with the implementation of the APPR plan for the District.</p> <ul style="list-style-type: none"> ▪ Conduct classroom observations and meet regularly with teachers to support their instruction using the Danielson Rubric.
	<p>Ensure collaborative communication among administrators and teachers through the use of monthly newsletters, video memos, Google Meets, monthly supervisors' meetings and meeting minutes.</p>

**MANAGEMENT PLAN
2022-2023**

TITLE: CENTRAL REGISTRAR & MCKINNEY-VENTO LIAISON/FOSTER CARE POINT OF CONTACT

NAME: DENEEN BOGDANOWICZ

CRITICAL SUCCESS INDICATORS:

	<p>First contact point for parents regarding student registration:</p> <ul style="list-style-type: none"> ▪ Answer phone calls, questions, and schedule appointments for all student registration. ▪ Initiated the development of a new registration packet to be in compliance with Commissioner Registration regulations which include uniformity, HLQ questionnaire and new health information. ▪ Collect enrollment packets and required documentation, i.e., birth certificates, immunizations, health appraisal reports and custody documents when applicable. ▪ Clear, concise advisement to all stakeholders and personnel involved in student registration. ▪ Maintain new registrant files, McKinney-Vento, Transportation only students, change of addresses, Charter School students, non-resident tuition students, F1/J1 Visa students, and Menands UFSD tuition paying students. ▪ 3-day determination letters. ▪ 5-day letters for disenrollment. ▪ Review students registered via an affidavit and follow up annually to verify the living situation has remained unchanged. ▪ Work with the BOCES investigator on residency checks and concerns.
	<p>Work with building management personnel to communicate new student numbers and the needs of students in preparation for student entry and success in new school:</p> <ul style="list-style-type: none"> ▪ Consult with PPS as needed. ▪ Serve as the McKinney-Vento Liaison to advocate for students in temporary housing. ▪ Consult with ELL teachers and Administration on students requiring English Language Learning services. ▪ Convey information to buildings in a fast/efficient manner to avoid student entry delays. ▪ Convey updates and changes, working with the IT Department, keeping buildings informed of changes in student data. ▪ Communicate with Transportation and Food Services Departments.
	<p>Work with Elementary Principals, secretaries and nurses that assist with Kindergarten Evening Registration, Compliance with Health Laws.</p>
	<p>Universal Pre-K</p> <ul style="list-style-type: none"> ▪ Obtain all registration packets and required documentation. ▪ Issue lottery numbers for the applicants and maintain Excel spreadsheets with names and lottery numbers. ▪ Communicate with PPS to make sure we match. ▪ Attend lottery and answer any questions.

	<p>Plan and implement best practices for resolving student residency.</p> <ul style="list-style-type: none"> ▪ Initiate investigations with new BOCES investigator. ▪ Follow up with registration information. ▪ Access information on the DMV website to ascertain student residency location. ▪ Coordinate, schedule and facilitate Residency Committee meetings quarterly to discuss areas or students of concern. ▪ Use of tax rolls to identify property owners. ▪ Send Residency Committee members meeting minutes, future agendas and plans to put in place. ▪ Collaborate with Residency Administrator & Principals on any cases, investigation findings and disenrollment information and/or Residency Hearing scheduling.
	<p>Collaborate with the IT Department to keep student information accurate and up-to-date.</p> <ul style="list-style-type: none"> ▪ Communicate any necessary changes in ASPEN with departments that are directly impacted. ▪ Custody issues. ▪ Legal address. ▪ Foster children, Unaccompanied Youth or McKinney-Vento classifications.
	<p>As the McKinney-Vento Liaison, utilize ties to building personnel to accurately assess, support, transport and report students in temporary housing.</p> <ul style="list-style-type: none"> ▪ Enroll myself in any McKinney-Vento training available via webinars or NYS-TEACHS annual off-site training conferences. ▪ Prepare and transmit STAC Forms to SED for tuition reimbursement totaling over \$429,000 in homeless aid. ▪ Answer any questions or concerns from the SED STAC office. ▪ Utilize the NYS-TEACHS Hotline for case by case guidance and conflict resolution. ▪ Utilize the knowledge of Melanie Faby at NYSED to troubleshoot certain scenarios. ▪ Initiate and work with McKinney-Vento Liaison and BOCES on a Cooperative RFP. ▪ Maintain an accurate log of McKinney-Vento students entering and exiting the homeless list. ▪ Inform the district of origin when a McKinney-Vento student has been registered in our District. ▪ Notify Transportation, Business Office and Food Services Departments for services needed. ▪ Maintain a cabinet with school supplies, snacks and bus passes or gas cards. ▪ Worked with Life Church on supplies and items needed within our District and coordinate the expenditures of their \$15,000 donation.
	<p>Charter Schools</p> <ul style="list-style-type: none"> ▪ Identify students attending Charter Schools through Non-Public Transportation Requests and actual registration to attend the Charter School. ▪ Prepare Excel spreadsheet by Charter School name, student name, address, grade, FTE. ▪ Communicate enrollment to Assistant Superintendent for Management Services for projecting budget. ▪ Communicate enrollment to Superintendent for letters to parents on our schools performance and ranking compared to the Charter Schools. ▪ Communicate with the Transportation Department and textbooks to plan for services.

Non-Residents and Foster Children

- Request IT reports on students listed as living with a non-relative to identify potential foster children.
- Work with DSS and caseworkers on placement of students with foster families.
- Register the student with the foster family and acquire the DSS-2999 form.
- Prepare and maintain Excel spreadsheet for all NRT billing by student name, number, entry date, FTE, leaver date, school of origin, invoice number, and tuition amount.
- Communicate NRT student enrollment numbers with Assistant Superintendent for Management Services for forecasting budget.
- Prepare and submit copies of registration paperwork for the Business Office to prepare non-resident tuition invoices.
- Communicate with school personnel for services.

**MANAGEMENT PLAN
2022-2023**

TITLE: DIRECTOR OF FOOD SERVICES

NAME: ANNETTE SUKUP

CRITICAL SUCCESS INDICATORS:

	Provide nutritious meals for all students, while encouraging students to make healthy food/snack choices in accordance with the current USDA meal/snack guidelines (as per HHFKA and the new Smart Snack Rule).
	Manage all food service personnel located throughout the District. <ul style="list-style-type: none"> ▪ Recruit, evaluate, and oversee the training and supervision of all employees.
	Interpret and oversee all regulatory departmental compliance with the following governmental agencies: <ul style="list-style-type: none"> ▪ USDA Child Nutrition Program ▪ NYSED Child Nutrition Program ▪ NYS OGS Department of Food Distribution and Warehousing (Commodity Program) ▪ Albany County DOH
	Oversee all facets of implementation of the USDA Free/Reduced Meal Program, including the input of applications, verification process and claims reporting for reimbursement.
	Develop, with assistance of Assistant Superintendent for Management Services and Strategic Planning, the annual Food Service budget and completion of ST-3 Form as required by New York State.
	Oversee monthly menu development for all schools. <ul style="list-style-type: none"> ▪ Research new menu item purchases utilizing printed, electronic and trade show resources. ▪ Incorporate fresh fruits and vegetables from New York State farms and institute some “scratch” cooking within District lunch menus. ▪ Obtain fresh fruits and vegetables from DOD (Dept. of Defense).
	Ongoing discussions with vendors, manufacturers and OGS regarding availability of food due to COVID production shortages. <ul style="list-style-type: none"> ▪ Base menu off of food available from vendors, manufacturers and OGS. ▪ Communicate as needed to parents regarding menu changes. ▪ Apply for additional waivers as available through NYSED Child Nutrition program. ▪ Run SSO (Seamless Summer Option) program to provide all meals free to all enrolled students. ▪ Run summer program (Summer Food Service Program) to deliver meals to all children under age 18 in the school district upon request. ▪ Provide daily snacks for Summer Literacy Program. ▪ Provide Breakfast and snacks for Summer School Students.

	<p>Purchase all food and non-food supplies.</p> <ul style="list-style-type: none"> ▪ Evaluate and procure all USDA Commodity foods while ensuring the most profitable use of the school’s entitlement dollars. ▪ Oversee monthly accountability of food service inventories. ▪ Complete monthly P&L statement.
	<p>Ongoing evaluation and replacement of departmental food service equipment.</p> <ul style="list-style-type: none"> ▪ Oversee repairs of food service equipment. ▪ Oversee maintenance of food service delivery truck. ▪ Procure new food service equipment for program enhancement. ▪ Oversee delivery and installation of new equipment throughout the District.
	<p>Continue implementation of next phase of USDA Meal Pattern for breakfast, lunch and snack/ a la carte food sales throughout the District including staff training; parent and student education; revamping menus and cycle menus.</p>
	<p>Continue to work on revising food production sheets and standardized recipes.</p> <ul style="list-style-type: none"> ▪ Oversee implementation of production module from Nutrikids. ▪ Oversee implementation of menu planning module from Nutrikids.
	<p>Continue to work with the Assistant Superintendent for Management Services and Strategic Planning in improving the financial picture of the department.</p>
	<p>Continue to evaluate the revenue generating programs for this school year.</p> <p>Continue to train employees on requirements for a reimbursable meal vs. a la carte to increase Federal and State reimbursement.</p>
	<p>Implement and track the new USDA Professional Standards Rule for FS employees.</p>
	<p>Continue to implement recommendations by Michael Wolff, Internal Control Services, to improve cash control and vending operations.</p>
	<p>Oversee all facets of Food Service Meal Charge Policy.</p> <p>Ongoing training of staff of current Meal Charge Policy.</p> <p>Oversee mailings and email notification of meal account balances.</p>
	<p>Continue to hire staff to fill appointed and substitute vacancies within the Food Service Department.</p>

**MANAGEMENT PLAN
2022-2023**

TITLE: SUPERVISOR OF CUSTODIAL SERVICES

NAME: JOHN FIACCO

CRITICAL SUCCESS INDICATORS:

	Ensure clean, safe, and healthy facilities in accordance with local, state, and federal regulations.
	Supervise, train, direct and motivate staff.
	Control and keep facilities accessible to District students and community.
	Assist in a successful Continuing Education program.
	Assist in educating teachers on making them more accountable for the overall cleanliness of their rooms.
	Maintain compliance with rescue, fire drills, right-to-know, indoor air quality, fire codes, CPR/AED/First Aid certifications.
	Continue to improve overall cleaning of interior and exterior of buildings.
	Continue to promote a Green Cleaning program as well as implementing Green Seal Certified paper products in all schools.
	Eliminate as many bid procedures as possible and concentrate on using Preferred Source or State Contract vendors.
	Continue daily inspections and stress the importance of keeping schools clean.
	Continue to keep employee morale high.
	Provide evaluations to employees that are explained reasonably so they may improve their work habits.
	Continue to maintain a budget that will change with the times and cut waste, while also improving or maintaining the quality of our buildings.
	Monitor and provide professional development opportunities to the custodians to meet current challenges and mandated changes.
	Assist custodians when needed in set-up for exams, plays, and concerts.
	Continue to repair or replace custodians' machines; including vacuums, auto scrubbers, and burnishers.
	Coordinate with custodians for proper coverage during activities to achieve success.
	Continue training for proper cleaning of blood-borne pathogens including ten-minute contact time.
	Continue meeting with vendors on the latest technology and up-to-date procedures on proper cleaning.
	Continue the general open-door policy for custodians to listen to concerns, issues or suggestions.
	Continue training "substitute" custodians and, if appropriate, hire full-time staff if openings exist.
	Train all custodians on the new technology.

	Continue to maintain and monitor the District's Energy Management Program, researching new ideas and technology for reduction of usage.
	Test new products throughout the year.
	Look for ways to improve air quality.
	Evaluate open positions as they occur to see if any changes in hours would benefit the District.
	Improve working relationships within the department.
	Streamline our cleaning products to simplify cleaning and maintain product inventory.
	Develop an emergency plan for second shift custodians on procedures during night activities.
	Prepare for changes within the department due to multiple retirements.
	Motivate and prepare staff to position themselves for promotional opportunities.

**MANAGEMENT PLAN
2022-2023**

TITLE: BUSINESS ADMINISTRATOR/DISTRICT TREASURER

NAME: ANJELIEEQUE MARTINEZ

CRITICAL SUCCESS INDICATORS:

	Oversee the Business Office functions including payroll, insurance and accounts payable to ensure a smooth operation.
	Evaluate and manage the seven (7) Business Office staff members.
	Monitor and maintain the financial records for all state and federal grants. Work with the grant coordinators to ensure grant compliance and how the funds will be spent.
	Maintain all cash accounts. Monitor cash flow balances and invest funds as appropriate.
	Oversee contract transportation. Determine needed routes through collaboration with the Transportation Director.
	Maintain all financial records for the District. Complete and submit all state and federal reports as required. (i.e., ST-3, Supplemental Schedules, SBM-1, and ESSA)
	As the Extra-Classroom Activities Auditor for the District, work with the three Central Treasurers to ensure proper procedures are followed for the student activities. Implementation of new software to provide more accounting options for the Central Treasurers.
	As the Records Management Officer for the District, work with BOCES and District staff to ensure proper maintenance and disposal of records. Implementation of new tagging process.
	Gather information to complete reporting for our 1095-Cs for health insurance (ACA Mandate).
	Monitor and make all of the District's debt service payments. Work with Fiscal Advisor's to borrow monies as needed for various projects (i.e., bus purchases, construction).
	Monitor the tax collection process. In addition, oversee the tax refunds and split parcels.
	Monitor the financial portion of the unemployment claims.
	Oversee billing to outside organizations. Examples include: <ul style="list-style-type: none"> ▪ Non-Resident Tuition ▪ Health & Welfare Services ▪ Foster Student Billing ▪ Parentally-Placed ▪ Charter Schools
	Oversee the financial piece of STAC's. Work with Pupil Services to ensure timely and accurate reporting of STAC's. Provide documentation to Questar.
	Oversee health insurance changes to ensure the District remains in compliance with new laws. This is done collaboratively with our third party administrator, Amsure, Inc.
	Collect and maintain fixed asset records. Ensure appropriate information is forwarded to our outside fixed asset company to ensure appropriate information is gathered for our financials.
	Preparation of monthly reporting to the Board of Education.

	Monitor state aid projections and receipt of such aid.
	Monitor TRS billing, including annual reconciliation of all members.
	Apply, maintain, and submit required documentation to CMS for the Retiree Drug Subsidy program.
	Calculate and monitor non-public allocations including Software, Hardware, Textbooks, Library Materials and grant awards.
	Calculate and oversee the financial piece of the Incarcerated Youth and YDC programs.
	Oversee the District Office Party Committee.
	Oversee, monitor and recording of grade-level accounts for the five elementary schools.
	Oversee and monitor the scholarship funds.
	Daily accounting functions including cash receipts and deposits, journal entries and budget transfers.
	Oversee worker's compensation and do quarterly reporting.
	Maintain and distribute creditable coverage information.
	Calculate and issue 1099's annually and respond to all IRS requests.
	Budget assistance; salary and fringe calculations, etc.
	Assist with the financial portion of the facilities program.
	Calculate and maintain information for GASB45 compliance.
	Report bus purchases to the state to ensure approval for aid.
	Prepare and report annual costs for Medicaid and respond to all inquiries.
	Ensure all SA-139's and all Final cost reports are submitted for all Capital Projects.
	Oversee the Accounts Payable functions.
	Handle Business Office issues as they arise.

GOALS FOR THE FUTURE:

	<p>Accounts Payables:</p> <ul style="list-style-type: none"> ▪ Revamping of the Accounts Payable and Purchasing processes. ▪ Obtain updated W-9s from Vendors to ensure proper reporting. ▪ Updating of Uncashed Check processing.
	<p>Extra-Classroom Funds:</p> <ul style="list-style-type: none"> ▪ Continue to audit the Extra-Classroom funds and assist the new Central Treasurer at the High School. ▪ Implementation of new software program to provide more accounting options for the Central Treasurers.
	<p>Business Office:</p> <ul style="list-style-type: none"> ▪ Prepare for the transition of new secretarial staff. ▪ Continue to purge older records throughout the business office.
	<p>nVision:</p> <ul style="list-style-type: none"> ▪ Review system to determine more streamlined processes.

	<p>Fixed Assets:</p> <ul style="list-style-type: none"> ▪ Modify the tagging process to better streamline.
	<p>Insurance:</p> <ul style="list-style-type: none"> ▪ Create documentation to provide clarification on our internal processes.
	<p>Grants:</p> <ul style="list-style-type: none"> ▪ Engage in a Federal kickoff meeting annually to ensure compliance by the grant coordinators. ▪ Monitor the completion of all grant forms to maintain Federal compliance.

**MANAGEMENT PLAN
2022-2023**

TITLE: DISTRICT COMMUNICATIONS SPECIALIST

NAME: KARA GRANATO

CRITICAL SUCCESS INDICATORS:

	<p>Develop an annual communications plan with strategies and tactics to achieve that align with the vision and goals set forth by the Board of Education. Goals for the 2022-23 school year are as follows:</p> <ol style="list-style-type: none"> 1. Goal 1: Build resident understanding of the financial needs of the district for 2022-23 school year and beyond 2. Goal 2: To increase connectivity to the school community among all stakeholder groups. 3. Goal 3: To streamline crisis management and response at the building level.
	<p>Oversee both internal and external communications within the district. This communication will come in many forms, including face-to-face, email, website, digital content strategies, ParentSquare, stories in newsletters and other publications, BOCES portfolio pieces, press releases/media events, etc.</p>
	<p>Provide regular information/news stories/photos to district stakeholders through digital and printed materials and as well as positive storytelling through the district social networks.</p>
	<p>Work with BOCES Communications Service, South Colonie Technology Department and District administration to research and quote out a new website platform for the 2023-24 school year.</p> <p>Continue to enhance current website while keeping it fully accessible for all devices and persons with disabilities.</p>
	<p>Serve as a communications counsel to the superintendent, Board of Education, and administrative staff on issues that develop during the school year.</p>
	<p>Serve as the first contact for the local news media (both print and electronic) disseminating information about the district/schools when appropriate, making referral to other sources when needed, planning and executing press conferences, media events, etc.</p>
	<p>Work with the administration and the Board of Education to produce budget communications/capital project communications materials that will help explain the district’s long term financial standing and how it is affecting budget planning in South Colonie. Materials will be produced for the website, newsletters, budget workshops, and face-to-face meetings with district taxpayers. This will also include conducting a budget exit survey each May and tabulating and distributing results of that survey to the South Colonie School Community.</p>
	<p>Produce the annual district calendar.</p>
	<p>Work with the Continuing Education office to produce the fall and spring course guides.</p>
	<p>Attend Board of Education meetings as needed.</p>
	<p>Attend Board of Education Committee meetings as needed.</p> <ul style="list-style-type: none"> ▪ Specifically, District Communications Committee

	Coordinate all printing activities with bid printers and distribute those publications through the District mailing service and inter-office mail system.
	Respond to teacher/administrator requests for photos, public relations, etc.
	Work with District administration to keep the public informed of the improvements made and future work associated capital project referendums.
	Work with the CCHS Counseling Center to produce annual profile sheet of graduating class.
	Produce promotional materials/stories for annual High School Hall of Fame inductees.
	Work with CCHS staff to update and print the graduation program. Cover/photograph High School graduation events as necessary.
	Use the resources of the BOCES Communications Team to keep abreast of the latest developments facing education (academically and budget-wise), update and improve the District website and SNN network, and produce quality print materials through our award-winning graphic design team.

**MANAGEMENT PLAN
2022-2023**

TITLE: DIRECTOR OF FACILITIES

NAME: GORDON WEBSTER

CRITICAL SUCCESS INDICATORS:

	Ensure safe, healthy and environmentally compliant facilities in accordance with local, state, and federal regulations.
	Review District needs and make recommendations for capital improvements to support common learning focused initiatives for the District.
	Supervise, observe, train, direct and motivate staff so that we can continue to maintain high morale with employees.
	Control and keep facilities accessible to our District students and community.
	Maintain compliance with AHERA, rescue, lock-out/tag-out, fire drills, bulk storage tanks, ADA, confined space, lead, radon, right-to-know, indoor air quality, fire and buildings codes, and CPR/First Aid certifications.
	Maintain a five-year Capital Facilities Plan.
	Update District AHERA plans.
	Update School Facility Report Card.
	Continue to improve the appearance of District buildings; inside and out.
	Continue to maintain and upgrade District athletic facilities.
	Continue to be educated through classes, seminars, and CASDA.
	Continue with inspections, preventive maintenance and education to reduce the number of playground injuries.
	Continue to stress and educate the importance of safety to mechanics.
	Provide evaluations for employees that are reasonably explained so they may improve their work habits.
	Continue to maintain a budget that will change with the times and cut waste, while also improving or maintaining the quality of District buildings.
	Adapt support system to adjust to growing education.
	Monitor and provide professional development opportunities to the mechanics to meet current challenges and mandated changes.
	Develop long-range facility plans based on District needs and adapt changes with new environmental laws and the changing economy.
	Continue to work with CSEA for future negotiations.
	Continue to review our preventative maintenance program.
	Continue to upgrade maintenance fleet by implementing the ten-year plan.

	Maintain and upgrade District heating and ventilation system.
	Continue to complete all daily work order requests as well as the Facilities Committee suggestion lists.
	Continue to maintain and improve communications with Building Principals, Teachers, and Administrators.
	Continue to have an open-door policy for mechanics for the purpose of listening to their concerns, suggestions and personal problems, as needed.
	Continue to listen to new ideas and make suggestions to improve District operations.
	Continue to work with and upgrade facilities planning and programming.
	Continue to monitor traffic patterns inside the District for students, staff and public safety. Suggest ideas and changes as required.
	Continue to maintain and monitor relationships with Jim Brown and the District Energy Management Program while researching and applying new ideas and technology for reduction of usage.
	Continue to support the District, as well as public and community needs, with building use, concerns and/or requests when possible.
	Continue to be involved in listening to concerns addressed with the Department. Suggest new ideas in the Safe Schools meetings, including implementation of new ideas and changes.
	Continue to support and listen to concerns from teachers and staff during the Colonie 2020 project.
	Research and provide the District with the best methods to maintain pest controls.
	Continue working and developing a plan for the future of Buildings and Grounds.
	Continue to address community/neighbor complaints.
	Continue to be in compliance with lead regulations for water. Continue testing and maintaining proper records.
	Continue to oversee capital project construction while adding input and suggestions to architects and engineers.
	Continue to comply with all fire code regulations while monitoring and educating building staff.
	Continue to maintain the operations of the District.
	Continue to remediate the fields at the High School. Develop a plan for continued success on the remediation of the turf fields.
	Continue to help develop and give input on the needs for the district's Next Generation phase.
	Continue to assist with input and help facilitate the Potential ECG project.
	Continue to organize and institute Salting program in house during in climate weather.
	Continue to give input and upgrade failing blacktop threw out the district.
	Continue to work with Mr. Roemer on the upgrading of sport facilities (i.e. scoreboard, wind screens, tennis court fencing, Ambrosio gate lighting, speakers on the soccer field, soccer wall, outdoor water fountains, etc.)
	Continue to work with Henry Rosenzweig on Safe Schools projects and concerns.

**MANAGEMENT PLAN
2022-2023**

TITLE: DIRECTOR OF TRANSPORTATION

NAME: PETER TUNNY

CRITICAL SUCCESS INDICATORS:

	Provide safe transportation for all students.
	Develop and implement anti-bullying strategies for District buses aligning with District initiatives and compliance with the Dignity for All Students Act (DASA).
	Manage personnel located at the Bus Garage. Recruit, train, and supervise bus drivers.
	Oversee all driver training requirements/mandates: <ul style="list-style-type: none"> ▪ State Education Regulations/Mandates ▪ 19-A Files ▪ DOT Regulations/Mandates ▪ Technical Information/Mechanics ▪ Driver Safety Procedures ▪ SBDI Certifications
	Develop the annual transportation budget with assistance from the Assistant Superintendent for Management Services.
	Communicate with schools, administrators, parents/guardians as necessary. Work with Kara Granato on District-wide communications as they relate to transportation issues.
	Stress safety to all drivers and Transportation Department employees.
	Evaluate routes and make appropriate recommendations on an on-going basis.
	Work with the Athletic Department and building administrators for bus scheduling.
	Continue to utilize student bus behavior procedures along with video camera systems and develop strategies with the IT Department for creating a shared file to disseminate video to Building Principal(s) or other District administrators.
	Continue to review preventative maintenance protocols and method of cost efficiencies.
	Continue to make recommendations for District fleet replacement plan.
	Oversee the maintenance of the entire fleet, including semi-annual inspections.
	Review and make recommendations to the Business Manager the need for contract transportation.
	Coordinate with O & M to maintain the buildings, lots and yard.
	Continue to work with the Assistant Superintendent for Management Services & Strategic Planning and the Director of Operations & Maintenance on exploring facilities upgrade.
	Continue to explore “shared services” with other school districts and municipalities.

	Will work to implement recommendations of the Transportation Study in coordination and conjunction with the Superintendent and Board of Education.
	Will conduct periodic ridership audits of buses and use data in formulation of routing.
	Develop strategies for recruitment and retention of new drivers.
	Continue to implement GPS software and utilize/analyze data in an effort to improve efficiencies.
	Continue to explore and expand use of GPS software for use among parents and schools.
	Serve on Bus Stop Review Committee to help resolve parent disputes over bus stop locations.
	Continue to work with Athletic Director to develop timely and fiscally responsible bus schedules to and from away games and practices.
	Will work to coordinate and implement the move to web based routing software.
	Will coordinate with Head Mechanic the changeover from 3G to 4G GPS.
	Will work to integrate new federal guidelines pertaining to Drug/Alcohol testing and Entry Level Driver Testing standards for C.D.L. holders/applicants.
	Will work to prepare for implementation of NYS Climate Protection Act and explore the implementation of electric vehicles into the fleet.