

NISKAYUNA CENTRAL SCHOOL DISTRICT Strategic Plan



VISION

To facilitate the exploration of old and new knowledge
in learning environments that are safe and comfortable for all.
Together with home and community, we are proud of a commitment to excellence
and to being one of the most innovative, effective and respected public educational institutions.

Curriculum & Programs

Goal: Create a world-class educational experience.

- Establish profile of a Niskayuna graduate
- Continue curriculum building project
- Monitor achievement & trends
- Align program & facilities planning
- Define goals

Environment & Culture

Goal: Create learning environments that are safe, welcoming and constructive for all.

- Assess current culture
- Review existing initiatives
- Solicit broad-based input
- Define student and staff engagement
- Identify best practices for universal implementation

Partnerships

Goal: Engage business, industry and higher education organizations to think of Niskayuna as a building block for their success.

- Identify areas for partnerships
- Engage business, industry, higher education, government and nonprofits
- Foster an environment of partnering within the district
- Develop communication/engagement plan

MISSION

Empower each individual to make responsible choices, meet challenges, achieve personal success and contribute to a global society.

LEARN
DISCE

THINK
COGITA

ASK
QUAERE

INSPIRE
INSPIRA

Tenets of a Successful Strategic Plan

- Drive the 21st century educational experience through professional development
- Ensure fiduciary and fiscal responsibilities in the creation, optimization and execution of a balanced budget
- Appropriately assess and make recommendations for the maintenance of buildings, improvements of HR processes, and advancements in technology
- Sustain a transparent, open and communicative relationship amongst leadership, Board of Education, staff, students, parents and community

Curriculum & Program

Goal	Objective	Target Date	Assigned
<ul style="list-style-type: none"> Expand upon a World Class Educational Experience 	<ul style="list-style-type: none"> Establish Instructional Program Advisory Council to establish profile of a Niskayuna graduate and expand upon the world-class educational experience by establishing pathways or avenues to success 	Spring 2016	Cosimo Tangorra
	<ul style="list-style-type: none"> Establish District Curriculum and Assessment Council to define structure and process for program reviews <ul style="list-style-type: none"> Program review cycle established First program review (focus on curriculum and program needs, assessment and trend data, resources, etc.) 	January 2016	Lauren Gemmill
		Sept 2016-Spring 2017	DCAC
	<ul style="list-style-type: none"> Professional Development Committee that aligns District Professional Development Plan to district goals, curricular initiatives, and faculty needs <ul style="list-style-type: none"> Establish PLC (Professional Learning Community) 	February 2016	Instructional Review team
<ul style="list-style-type: none"> Establish Elementary Response to Intervention Committee to develop a clearly defined plan and process for implementing an RtI Program K-5 that aligns with New York State law and to district policy. 	Summer 2016	Lauren Gemmill	

Curriculum & Program - Accomplishments

Objective

- Establish Instructional Program Advisory Council to establish profile of a Niskayuna graduate and define a World Class Educational Experience.
- Establish District Curriculum and Assessment Council to define structure and process for program reviews
 - Program review cycle established
 - First program review (focus on curriculum and program needs, assessment and trend data, resources, etc.)
- Professional Development Committee that aligns District Professional Development Plan to district goals, curricular initiatives, and faculty needs
 - Establish PLC (Professional Learning Community)
- Establish Elementary Response to Intervention Committee to develop a clearly defined plan and process for implementing an RTI Program K-5 that aligns with New York State law and to district policy.

Accomplishments

- IPAC was established and providing direction and focus, progress is ongoing
- Formed and led by Lauren Gemmill, multi-year schedule established, regular meetings have been implemented for program reviews, unit development and student assessments
- Leadership subcommittees formed, teacher survey conducted, teacher leader model created, PD planned and implemented (March 17 Superintendent's Conference Day)
- PLC established, pilots underway with ongoing assessments for impact
- Reviewing and revising current plan
- Plan for implementation in Sept 17

Curriculum & Program

Generation 1	Generation 2	Generation 3
<p style="text-align: center;"><i>ASSESS</i></p> <ul style="list-style-type: none"> • Expand upon a World Class Educational Experience- Instructional Program Advisory Council (IPAC) • Convene District Curriculum and Assessment Council (DCAC)- establishes process for program review • Begin multi-year curriculum project to ensure an articulated curriculum is established at each level and each content area • Establish a District RtI plan to support the academic and social needs of struggling students. 	<p style="text-align: center;"><i>DEVELOP / IMPLEMENT</i></p> <p>IPAC</p> <ul style="list-style-type: none"> • Define profile of a Niskayuna Graduate which will define the world class educational experience <p>DCAC</p> <ul style="list-style-type: none"> • Program review cycle established • Program reviews initiated <p>Professional Development Committee</p> <ul style="list-style-type: none"> • Annual survey of faculty/staff regarding professional development needs • Revision of annual District Professional Development Plan based on survey, curriculum initiatives and district goals. • Revised plan is submitted to DCAC by the end of each school year • Continue and assess PLC <p>Response to Intervention Committee</p> <ul style="list-style-type: none"> • Establish committee (Summer 2016) • Develop a District RtI Plan (16-17) • Focus on ELA and Mathematics (16-17) • Provide PD and support for implementation (Fall 2017) 	<p style="text-align: center;"><i>MEASURE / MONITOR</i></p> <ul style="list-style-type: none"> • Updates to curriculum • Updates to resources • Monitor student achievement • Monitor international, national & local trends • Professional development reflective of district goals, curricular initiatives and faculty needs • Initial Implementation of RtI Plan

Environment & Culture

Goal	Objective	Target Date	Assigned
• Create Learning Environments that are Safe & Comfortable for All	• Review Existing Programs (social, emotional, health related) in all buildings - Are they having the desired impact?	January, 2018	E&C Committee and Leadership team including Building Principals
	• Solicit Input from key staff, SDM Committees, administrators, students, related to existing programs	Spring 2017	E&C Committee
	• Review information on Changing Demographics/Poverty & Develop PD for staff	Summer 2016	District Leadership
	• Review Outcome of Architect's Facilities Review. Align Facilities needs with 21st Century Master Plan	Spring/Fall 2016	District Leadership/Dr. Tangorra
	• Develop Baseline Data on Mental Health Issues, Incidents of Bullying or other behavioral data	Summer 2017	Dr. Tangorra/District Leadership/BoE
	• Review BOE & Super Assessments tools; determine if Environment & Culture Objectives are sufficiently represented as CTQs	Spring 2016	Guidance/Social Workers/Principals

Environment & Culture - Accomplishments

Objective

- Review Existing Programs (social, emotional, health related) in all buildings - Are they having the desired impact?
- Solicit Input from key staff, SDM Committees, administrators, students, related to existing programs
- Review information on Changing Demographics/Poverty & Develop PD for staff
- Review Outcome of Architect's Facilities Review. Align Facilities needs with 21st Century Master Plan
- Develop Baseline Data on Mental Health Issues, Incidents of Bullying or other behavioral data
- Review BOE & Super Assessments tools; determine if Student Culture & Environment Objectives are sufficiently represented as CTQs

Accomplishments

- Formed a Environment & Culture Committee to carry out the objective with the Leadership team and building principals, updated target date
- Selected Positive Climate Survey to be administered spring 17, analyzed summer 17, implement action plan fall 17
- Ongoing (collected, analyzed, implemented) with budget and program implications
- Successful capital project referendum inclusive to IPAC directive
- Leverage partnership with NCAP and capitalized on their efforts
- Assessments in place and being implemented, results analyzed summer 17 for action plan

Environment & Culture

Generation 1	Generation 2	Generation 3
<p style="text-align: center;"><i>ASSESS</i></p> <p>Building Level Assessment – Current Culture and Initiatives</p> <ul style="list-style-type: none"> • K-5: Anti-Bullying, Peaceful School Bus, School Mottos and Bucket Lists • Middle School – W.E.B, Best Buddies, Study Circles, Student Council (Need Iroquois) • High School: Student Govt., Super Forum, Peer Tutors • Review Status of Physical Buildings • Review School Start Times and Existing Alternative Classroom Settings • Review Existing Incident Data in each bldg. <p>Leadership Level Assessment</p> <ul style="list-style-type: none"> • Impact of poverty on student culture/environment • Assess existing PD to determine potential Gaps related to changing student population • Review Staff to Student Ratio in the area of guidance and mental health services <p>BoE Level Assessment</p> <ul style="list-style-type: none"> • Board Self-Assessment Tool • Superintendent Evaluation Tool 	<p style="text-align: center;"><i>DEVELOP / IMPLEMENT</i></p> <ul style="list-style-type: none"> • Conduct Initial Survey on Culture in our schools • Using Data collected from surveys, identify Best Practices for Universal Implementation across buildings • Create 2016 baseline data on # of incidents by building <ul style="list-style-type: none"> • Bullying • Bigotry • Health and Safety • Mental Health Services • Define short-term and long term goals for each building • Determine which alternative classroom settings fit the 21st Century Model • Develop Optimum Start Times based on review of data and literature 	<p style="text-align: center;"><i>MEASURE / MONITOR</i></p> <ul style="list-style-type: none"> • Semi- Annual Review of Outcomes of Master Plan <ul style="list-style-type: none"> • Instances of bullying and health and safety issues (e.g. reports of substance abuse in our schools) • Success of alternative locations in delivery of world class educational experience • Successful Integration of Mental Health Services • Impact of change in start times if applicable, or continued study of impact of existing start times on student outcomes • Annual Decision Point – Are cultural and environmental changes driving better outcomes/safer and more comfortable environments for our students?

Partnerships

Goal

- Engage businesses to think of Niskayuna as a building block of their business model – we are the CTQ for local colleges and businesses
- Foster an environment of partnering within the Niskayuna Central School District

Objective

- Develop engagement plan
 - Identify key partners
 - Create a networking model
 - Develop marketing material
 - Create a rubric to measure success (ROI)
 - Develop PD plan than includes sharing of best practices
 - Craft a communication plan
- Create a system that rewards employees to both assist colleagues and seek assistance from colleagues

Target Date

Fall 2017

09/01/2016

Assigned

Cosimo Tangorra
BOE/Leadership

Leadership

Partnerships - Accomplishments

Objective

- Develop engagement plan
 - Identify key partners
 - Create a networking model
 - Develop marketing material
 - Develop PD plan than includes sharing of best practice
 - Create a rubric to measure success (ROI)
 - Craft a communication plan
- Create a system that rewards employees to both assist colleagues and seek assistance from colleagues

Accomplishments

- Under development
- Established and advanced PLC and Teacher Leader Model

Partnerships

Generation 1	Generation 2	Generation 3
<ul style="list-style-type: none">• Identify topics for partnership• Identify who to partner with• Develop marketing material• Develop engagement plan<ul style="list-style-type: none">○ Identify key partners○ Create a networking model• Craft a communication plan• Create a rubric to measure success (ROY)	<ul style="list-style-type: none">• Use of business roundtable to help define those essential skills needed for post-secondary success• Community and Industry partnerships contribute to niche programs that are the brand of Niskayuna Schools	<ul style="list-style-type: none">• Faculty, staff, community contribute to an enrichment program that extends the experience of Niskayuna children, K-12• Use local and regional professionals for faculty and staff PD• The community will feel and believe that the district is in good hands