

## DISTRICT OBJECTIVES FOR 2009-2010

### I. ACADEMIC OBJECTIVES

#### A. Mathematics

##### Elementary

- Facilitate technology integration into math instruction in the elementary schools.

Evaluation: Did teachers use technologies newly available in the elementary schools to augment math instruction?

- Review Houghton-Mifflin chapter tests in grades K through 6 for possible revisions.

Evaluation: Were chapter tests reviewed? Were revisions made to tests?

- Explore the feasibility of implementing a final math exam in grade 6 and possibly other grades.

Evaluation: Were final math exams discussed? Were tests developed?

- Explore strategies and techniques to improve the mastery of addition and subtraction math facts by the end of second grade and multiplication facts by the end of third grade.

Evaluation: Have 90% of second graders demonstrated mastery of the addition and subtraction math facts with 95% accuracy? Have 90% of the third graders demonstrated mastery of the multiplication facts with 95% accuracy?

- Explore strategies and techniques to increase students' success with problem solving.

Evaluation: Did the results indicate that the newly implemented, or reinforcement of previous, methods of instruction and assessment increase student achievement in the area of math problem solving?

- Analyze the results of 2009 NYS math assessment in grades 3, 4, 5, and 6 and the Iowa Test of Basic Skills math subtests for grades 1, 2, 3, 4, 5, and 6.

Evaluation: Did the results indicate the need to adjust instruction at any grade level? Were results analyzed for special populations? Were suggestions made to address problem areas?

- Develop a format for a Math Journal for regular use by Alternate Math students.

Evaluation: Was format developed for district-wide use? Were students given opportunity to write in them weekly? Did end-of-year surveys reflect student critiques related to the opportunity to write about mathematics?

### Junior High

- Analyze results of 2009 NYS math 7/8 assessments.

Evaluation: Were revisions needed? Were results analyzed of special education students and were options suggested to address deficiencies? What were the implications for instruction?

- Analyze results of 2009 Integrated Algebra Regents exam.

Were curriculum/instruction revisions needed?

- Continue to facilitate technology integration into math instruction.

Evaluation: Did more teachers avail themselves of current technologies? What technologies were implemented? How did they enhance instruction?

- Analyze the effectiveness of new grade 7/8 General Math classes.

Evaluation: Was this new program analyzed? Effectiveness? How effective was it in addressing the needs of special education students? What was its impact on NYS assessment results for special needs students?

### High School

- Revise Math 10R/10H curricula based on results of the first implementation of the Geometry Regents exam in June 2009.

Evaluation: Was a discussion held at the end of the 2008-2009 school year to analyze results of the Regents exam? Based on this information, were meetings held to discuss necessary curriculum and timeframe revisions? Was a summer 2009 workshop held to revise curriculum?

- Implement new SED Algebra Two/Trigonometry curriculum and textbook in Math 11R and Math 11H. Revise timeframe, class activities, and assessments to reflect these changes. Prepare students for first implementation of the new Algebra 2/Trigonometry Regents examination in June 2010.

Evaluation: Was a summer 2009 workshop held to revise curriculum? Did teachers revise lessons, timeframe, and assessments to correlate with the new text? Were enrichment topics/activities developed for the Honors curriculum?

- Implement new HVCC Math 150 curriculum in IRP 4 Math FACS and Business classes. Revise timeframe, class activities, and assessment to reflect these changes. Prepare students for the first implementation of the new HVCC Math 150 final exam.

Evaluation: Was a workshop held to build on the curriculum outline developed during last summer's workshop? Did articulation take place among IRP 3 and IRP 4 teachers and representatives from HVCC regarding mathematical curriculum and integration projects?

- Revise Unified 3 and Unified 4 curricula based on results of student achievement during the first implementation of new post-algebra curriculum.

Evaluation: Was a workshop held to build on the curriculum outline developed during last summer's workshop? Did articulation take place among Unified 3 and Unified 4 teachers to discuss curriculum activities and projects? Did teachers integrate technology into lessons and class activities?

- Continue to facilitate technology integration into Math instruction.

Evaluation: Did teachers attend professional development workshops regarding infusing technology into instruction? Did articulation and collaboration take place among teachers to discuss successful lessons activities involving instructional technology?

## **B. Science**

### Elementary

- Continue to monitor student performance and the administration and scoring of the Grade 4 New York State Science Assessment. Utilize time during the school year for staff development in familiarize elementary teachers with the NYS Science Assessment.

Evaluation: Were students successful on this state assessment? What areas are in need of improvement? Were any problems identified in the administration of this assessment? Were any problems identified with the scoring of this assessment? Was time utilized during the school year to familiarize elementary teachers with state assessment?

- Continue to keep staff informed of the resources and materials available for science instruction. Gather then distribute information about supplementary learning experiences for science offered in each elementary school.

Evaluation: Were the staff in all seven elementary buildings kept informed of available resources and materials for science instruction?

- Continue to refine the district plan to improve the systemic approach to K-6 science instruction in the district. Continue to review and revise K-6 science curriculum to address curricular and instructional needs. Review Maplewood science curriculum, and begin the process of creating consistency between Maplewood and the other six elementary buildings.

Evaluation: Was a plan developed to improve science instruction in the district? Has a plan been developed for creating a consistent program amongst the seven elementary buildings?

### Junior High

- Analyze results of the 2009 New York State Grade 8 Science Assessment.

Evaluation: Were any curricular/instruction revisions suggested?

- Analyze results of the 2009 Earth Science Exam.

Evaluation: Were any curricular/instruction revisions suggested?

- Monitor the Earth Science Laboratory Program.

Evaluation: Were any needs for revisions identified?

- Create new unit exam, quizzes, mid-term and final exam for our Physical Science course.

Evaluation: Were exams created?

- Continue to facilitate technology integration into Science instruction.

Evaluation: Did more teachers avail themselves of current technologies? What technologies were utilized? How did they enhance instruction?

- Look at differentiating instruction in 7<sup>th</sup> grade Science to meet the needs of students who are academically challenged – i.e. especially in the area of Science vocabulary.

Evaluation: How was vocabulary addressed to meet the needs of students?

### High School

- Evaluate and, if necessary, modify our procedures and practices for laboratory in our core subjects (continued from 08-09 school year). This year we will concentrate our work in the chemistry laboratory.

Evaluation: Was an evaluation done to determine if our procedures and practices are appropriate? If deemed necessary, have changes been made to improve our system?

- Evaluate, design and begin implementation process of a new chemistry program to address the needs of students who are traditionally struggling in chemistry at the Regents level.

Evaluation: Was it determined that new chemistry program is necessary? If so, is the new program designed and ready for implementation?

- Successfully complete the adoption of new textbooks in Physics and Environmental Science and continue curriculum modification process to integrate new books into established curriculum.

Evaluation: Were new textbooks successfully adopted and integrated into Physics and Environmental Science programs?

- Evaluate and, if necessary, modify our Science In Our Lives I program to ensure that we are best meeting the needs of the students in the program.

Evaluation: How was the program modified to better meet the needs of the students?

- Begin to evaluate our overall program objectives based on a newly developed department vision established in the 2008-2009 school year.

Evaluation: How does our new vision help guide our decisions, inform our curriculum and positively affect instruction?

- Begin to implement new mapping strategies as set forth by the district, as appropriate.

Evaluation: Where new mapping strategies implemented into science curricula? Are the mapping strategies helpful in promoting better communication, more effective content and alignment of instruction?

## **C. Language Arts**

### Elementary

- Sustain the K-6 balanced literacy program.
  - Meet with the turnkey trainers at least once per quarter to problem solve district-wide issues related to reading instruction. Utilize the turnkey trainers to provide district-wide and building level staff development for new and returning teachers and teacher assistants.

Utilize turnkey trainers to develop the staff development plan for the 2009-2010 school year.

- Implement the Fountas and Pinnell Benchmark System II reading assessment program for teachers in grades 3-6.
- Continue to update materials and resources for teaching reading.

Evaluation: In what ways was the K-6 balanced literacy program sustained throughout the 2009-2010 school year?

- Through the K – 12 Language Arts Steering Committee/District Writing Committee, continue the study of writing in grades K – 6. Disseminate and implement the writerly life units across all seven elementary schools. Provide support and feedback for the implementation of these units. Continue the process of curriculum mapping across grade levels moving into the grammar and mechanics components. Expand the participation in in-service sessions. Focus writing professional development on the writing workshop model. Include all principals in the in in-service sessions.

Evaluation: What steps were taken to improve writing instruction in classrooms at the elementary level?

- Develop a K – 2 spelling curriculum based upon the review of research conducted. Pilot the spelling curriculum making revisions as necessary. Continue to emphasize an alignment with word work in the reading program and with the writing program. Make recommendations for formalizing agreed upon approaches to teaching spelling in elementary classrooms K - 6.

Evaluation: Was the K-2 spelling curriculum developed and piloted during the 2009-2010 school year? Were recommendations made with regard to the adoption of the spelling curriculum district-wide?

- Analyze results of and improve performance on the NYS grades 3-6 ELA assessments.

Evaluation: Were the results of the grades 3-6 ELA's analyzed? How did 2008-2009 results compare with the results from the previous year?

### Junior High

- Sustain the implementation of current best practices regarding reading and writing instruction at both grade seven and grade eight.

Evaluation: Were current best practices in reading and writing instruction implemented into classroom programs at each grade level? Did teachers instruct and provide practice opportunities of/for a variety of writing genres? Were reading skills and strategies instructed?

- Implement the newly developed G level English courses for seventh and eighth grades?

Evaluation: Were the G level English courses implemented at each grade level? What were the implications of these results for curriculum and instruction? How many class sections were implemented? How many students were enrolled? What was the student make-up of the classes? Was appropriate curriculum for each grade level developed?

- Analyze the achievement results of the G level English courses by grade level.

Evaluation: How did students perform on state and local assessments? Did students achieve the required Quality Points for the year at each grade level?

- Analyze the seventh and eighth grade NYS ELA assessment data including data on the various reportable sub-groups. Make instructional recommendations for program revisions/adjustments as appropriate.

Evaluation: Were results analyzed? What areas were identified as areas of weakness? Were instructional recommendations/ adjustments deemed necessary? What were the recommendations?

- Implement new literature textbook in English courses.

Evaluation: Were grade textbooks implemented? Were lessons revised/ developed to correlate with the new texts?

### High School

- New York State is outlining new standards for English Language Arts by the end of the calendar year. As such, department members will review new standards, evaluate curriculum, and revise curriculum and assessment accordingly.

Evaluation: Did department members discuss the new standards and work together to evaluate curriculum, identify possible gaps, and address accordingly? Were assessments designed to evaluate student mastery of new state objectives?

- Department members will review senior elective offerings to ensure that a range of courses (in terms of both subject matter and level) is available to students and to identify areas for growth. A subcommittee will act on the findings of the departmental review and will work with representatives of SUNY Albany to explore how some of our established courses could meet University in the High School expectations.

Evaluation: Were the offerings reviewed? Did the subcommittee act on the department's recommendations? Was the process of alignment with SUNY explored?

- The department will continue its focus on writing instruction. To follow the delineation of writing experiences agreed upon during the 2008-2009 school year, the department will shift focus to instructional methodology.

Evaluation: Has the department participated in conferences, workshops, and in-service courses to explore best practices? Has the department created a repository of writing activities shaped by common goals for students and a common vision for instruction?

- A subcommittee of the English department will plan for the expanded use of a Writing Center at Shaker High School. The committee will review the writing center philosophy and tutoring theory to develop a long-range plan for the use of the Writing Center at Shaker High School.

Evaluation: Has the committee developed the plan and created a timeline for implementation?

- The English department will continue to review the vertical alignment of Advanced Placement English begun in the 2008-2009 school year with a focus on selection of texts, enumeration of skills, and consistency of assessment.

Evaluation: Did AP teachers collaborate and articulate a scope and sequence for the 9—12 courses?

#### **D. Social Studies** Elementary

- Share consensus curriculum developed during the summer with teachers at grades 4-6.

Evaluation: Were teachers made aware of revisions in the 4-6 social studies curriculum? Did the revisions improve articulation of content, skills and assessment at these grades?

- Utilizing the District Steering for UBD and Curriculum Mapping, continue to incorporate a process to monitor and revise vertical and horizontal alignment of curricula, content, skills, and assessment K-12.

Evaluation: Did steering committee receive feedback and support to engage in review and analysis of maps, and if necessary, revision? Were steering committee members given the opportunity to begin “diary” mapping? To what degree were elementary teachers provided with development time and professional growth opportunities to become familiar with UBD and curriculum mapping?

- Analyze assessment data and revise curriculum, instruction and assessment as needed.

Evaluation: Did the performance on state and departmental testing in social studies at grade 5, reflect the effects of district initiatives to address the requisite social studies content and skills?

### Junior High

- Analyze results of 2009 NYS grade 8 social studies assessment.

Evaluation: Were curriculum/instruction revisions needed?

- Continue to facilitate technology integration into social studies instruction.

Evaluation: Did more teachers integrate existing technologies appropriately into their instruction?

- Explore via the District Steering Committee the feasibility of a grade 6 social studies final exam.

Evaluation: Was this suggestion discussed? Was a decision made?

- Review guidelines for student writing expectations in grades 7 and 8.

Evaluation: Was this topic appropriately addressed? How? Where conversations held with the English department to insure a cohesive approach to writing?

### High School

- Effectively adopt new Global History and Geography 10 Honors, Regents, and Basic textbook and begin to adjust curriculum, instruction, and assessment to integrate the new book and its resources.

Evaluation: Were new textbooks successfully integrated into the Global History program?

- Utilizing the District Steering for UBD and Curriculum Mapping, continue to incorporate a process to monitor and revise vertical and horizontal alignment of curricula, content, skills, and assessment K-12.

Evaluation: Was the Social Studies Department provided with development time and professional growth opportunities to become familiar with UBD and curriculum mapping? Was feedback and support provided to accomplish curricula review, and if necessary, revision?

- Analyze assessment data and revise curriculum, instruction and assessment as needed.

Evaluation: Did the performance on state and departmental testing in social studies at grades 9, 10, 11, and 12 reflect the effects of district initiatives to address the requisite social studies content and skills?

- Review basal textbook listing and revise as needed.

Evaluation: Did the department review the list of basal textbooks used for social studies instruction for the Assistant Superintendent of Instruction?

## **E. Foreign Language**

- Continue the implementation of the new elementary foreign language program in grades 5 and 6.

Evaluation: Was a curriculum workshop held to review curriculum guides for each of the foreign languages to be taught, French, German, Russian, and Spanish? Were additional teaching materials for the program developed and added to the electronic appendices? Was additional feedback regarding the program obtained and analyzed?

- Begin the revision of the junior high school Foreign Language curricula in response to the implementation of the new elementary foreign language program.

Evaluation: Was the curriculum outline for the junior high school program, grades 7-8, developed? Were curriculum maps for grade 7 courses for each of the languages, French, German, Russian, and Spanish, created? Were teacher and student materials for each of the courses selected, created, and subsequently added to the electronic appendices?

- Prepare for the implementation of the new foreign language internship program.

Evaluation: Was the curriculum outline for the course developed? Were teaching and student materials for the program developed and added to the electronic appendices?

## **F. Academic Intervention Services**

- Monitor the selection of students for counselor and supervisor AIS support.

Evaluation: Were all students who were enrolled in Counselor Academic Advisement and Supervisor Support AIS preparing to take or re-take one of the

five Regents exams required for graduation? Did articulation take place between AIS coordinators and counselors regarding student progress?

- Continue to work closely with counselors and supervisors to maintain consistency of support services.

Evaluation: Were meetings held with counselors and with core subject supervisors? Was the documentation system reviewed and evaluated for logging meeting times, attendance, and service summaries of Supervisor and Counselor support services?

- Continue to monitor the delivery of AIS in all content areas at all levels. Make adjustments and implement changes as needed.

Evaluation: Has the current array of AIS options fully addressed the needs of our students in meeting state standards at each of the levels? If not, what changes need to be made?

- Continue to monitor the use of Infinite Campus for tracking and archiving AIS information and for producing letters of parental notification.

Evaluation: Were meetings held on a regular basis with the new AIS clerical assistant to familiarize that person with AIS procedures and timeframe? Were letters of parental notification sent in a timely manner?

- Monitor the At-Risk Program, RISE, as a moderate intensity Academic Intervention Service and work closely with RISE coordinator to review student academic intervention programs.

Evaluation: Were meetings held among AIS coordinators and At-Risk Program teachers to familiarize coordinators with the structure and objectives of the program? How did students receiving this service perform on departmental and state assessments?

- Evaluate and analyze Regents exam assessment results of students receiving Academic Intervention Services.

Evaluation: Were revisions made to AIS student services to better support student needs? Were options explored and researched to address deficiencies and needed areas of improvement?

- Continue to monitor the state and federal mandates for the Response to Intervention, ascertain what changes in programming must occur in North Colonie to meet this mandate by July 2012. Make recommendations for changes in program draft the district RTI plan.

Evaluation: What steps were taken to begin the delivery of Response to Intervention Services for students in North Colonie? What services presently

exist to meet the needs of RTI? What programs need to be added or modified? What are the budgetary implications of such actions?

## **G. Art and Music**

- Examine curricula in Art and Music K-12 and assess areas in which further development may be made, including furthering integration of Maplewood, beginning forays into curriculum mapping, strengthening interdisciplinary connections between the arts and other subject areas, and highlighting globalization in the arts curricula.

Evaluation: What assessments were noted? What areas are in need of curriculum work?

- **ART:** Examine opportunities for collaboration with area colleges, universities, and community agencies and assess areas in which further development may be made, including professional development, support networks, and exhibition. Develop initiatives to strengthen these community connections.

Evaluation: What opportunities were noted? What initiatives were developed within the community?

- **MUSIC:** Examine practices in recruitment and retention within music programs throughout the district, including an assessment of data, and implement systems to further improve retention rates and/or strengthen current practices in place.

Evaluation: What practices in recruitment and retention are successful? What areas might be strengthened or revised to improve retention or balance recruitment practices?

## **H. Instructional Technology**

- Provide direct support for the integration of technology into the teaching and learning environment.

Evaluation: Did the implemented technology support teaching and learning? Did students increase their technology literacy? Did students use technology resources to support multi-media projects, research, critical thinking skills, and core content skills?

- Revise the Technology Plan for 2010-2013 by creating a sustainable plan to obtain and maintain appropriate learning technology tools for students and staff.

Evaluation: Was a sustainable plan established? Does it provide a long-range view for meeting current and future equipment needs?

- Provide direct support for professional development for faculty and staff through the Technology Resource Teachers, online resources, workshops and direct classroom instruction and participation.

Evaluation: Did the Technology Resource Teachers provide direct support to teachers? Were the number of online courses and resources increased throughout the school year? Was the new professional development tracking software implemented? Was the online professional development registration process widely used? Did teachers have access to rich professional development opportunities to increase their ability to infuse technology into the classroom?

- Maintain and enhance the use of existing and proposed data systems to support administrative and instructional decision-making.

Evaluation: Were the data systems able to meet state and federal reporting requirements for student assessment and growth for all students, and meet the requirements for students with special needs? Was the resulting data used to support a data-driven decision model for best practices?

- Sustain the equipment replacement cycle, and continue to strengthen the network infrastructure as new software and hardware tools are added to instructional areas.

Evaluation: Were equipment purchases made in a timely and effective method to ensure that systems were operational and to support a replacement and maintenance cycle? Was a disaster recovery plan designed and implemented for the network and data systems? Was the ability to store and restore data increased?

- Provide the right level of support to faculty and staff through the user helpdesk system.

Evaluation: Did faculty and staff receive needed support in an effective and timely manner, within the constraints of current policies? Were communications about helpdesk support enhanced and strengthened?

- Continue to support existing and emerging technology needs as identified by students in an annual survey.

Evaluation: Were students surveyed and interviewed to identify technology needs to support student work? Did students report adequate access to technology on an ongoing basis? Were new communication paths opened up for students beyond electronic mail to share work with teachers and with each other?

- Expand the use of the student management system to support the analysis of assessment data, greater communication with parents and the community, and greater integration with other data systems.

Evaluation: Was the parent portal pilot-tested? Were the assessment data fields updated? Was the Tableau program implemented for data analysis, with accompanying training? Was SIF implemented for the school lunch program?

- Begin the process of using Infinite Campus at the elementary level in the areas of attendance taking and reporting.

Evaluation: Did the elementary schools begin to use Infinite Campus for attendance, progress reporting and report cards? Was training for this process provided to our elementary faculty? How successful was this endeavor?

## **I. Career and Technical Education**

- Continue to work with the State Education Department to develop a program proposal in the areas of Pre-engineering and Marketing and Finance. This will require the following action steps:
  - Identification of sequential coursework to be completed grade eight through twelve
  - Establish the District Steering Committee for Career and Technical Education.
  - Establish a District/Advisory Council for Career and Technical Education Representation on this committee should include district personnel, industry representatives, and representatives of higher education. The objective of the council will be to provide a forum for collaboration to ensure course content is current, relevant, and rigorous. His council will also assist in completing the external review required for certification.

Evaluation: Were the steps noted above completed?

- The CTE Steering Committee will work in collaboration with the NYS CTE Resource Center to complete the internal program review and self study process required for NYS CTE Program certification. Upon completion of the review, a report documenting the findings will be compiled.

Evaluation: Was the Internal review conducted? Was a report of the findings of the review committee compiled?

- A follow-up survey of the CTE students who have graduated over the past two years will be completed. The survey will be designed to provide data regarding students' post secondary pursuits. This data will provide additional guidance in curriculum design and will be incorporated into the NYS CTE Data System reporting we complete annually.

Evaluation: Was the Internal review conducted? Was a report of the findings of the review committee compiled?

- Encourage the development of content specific activities at the high school level to incorporate a web based student portfolio created as part of the eighth grade Home and Careers program.

Evaluation: Were activities created? Do faculty and students find this to be a viable and useful resource?

### **Business Education**

- Develop curriculum and monitor the implementation for the Fundamentals of Business course being offered for the first time in the 2009-2010 school year. The curriculum will be designed to meet the career preparation needs of some of our more academically challenged students.

Evaluation: Did the curriculum developed meet the needs of our business education students?

- Develop curriculum and monitor the implementation for the Principles of Marketing course being offered for the first time in the 2009-2010 school year. The curriculum will be designed in conjunction with the Business Education Department at Hudson Valley Community College to align with the requirements for post secondary study of business. Students will be provided an opportunity to earn three college credits upon successful completion

Evaluation: Did the curriculum developed meet the needs of our business education students? Did the curriculum meet the requirements for college articulation and credit?

### **Family and Consumer Science**

- Continue research and development of new course materials in Gerontology and Culinary career fields to be offered as part of the Family and Consumer Sciences program.

Evaluation: Was a review of course curricula conducted? Were new activities or units of study in the fields of Gerontology and/or the Culinary Arts included?

### **Technology Education**

- Monitor the implementation of the Engineering Capstone course being offered for the first time in 2009-10 school year. This course will offer students the opportunity to conduct an engineering research study and prototype of their own design.

Evaluation: To what degree were students able to conduct their research and prototype their design solutions? Were there barriers to success that we can address?

- Submit a proposal for a new initiative to offer the Design and Drawing for Production course as an accelerated High School credit option for eighth graders. The following action steps will be required to address this objective:
  - Establish course description and outline for eighth grade initiative
  - Address hardware and software requirements for this course initiative
  - Address junior high scheduling demands to include this course initiative
  - Articulate a rubric to be employed in identifying potential course participants

Evaluation: Was a proposal for a new initiative presented? Was the proposal adopted by the Superintendent and the Board of Education?

## **J. Health**

- Continue to facilitate technology integration into Health instruction.

Evaluation: Did more teachers avail themselves of current technologies?

- Review the final advocacy project and make revisions/adjustments as appropriate.

Evaluation: Was the final advocacy project reviewed? Were program revisions/adjustments deemed necessary?

## **K. Wellness**

- Continue to review current practices and make recommendations for changes as appropriate.

Evaluation: Did the committee meet and review current practices? Were recommendations made?

- With the district community wellness committee, continue to review current practices and make recommendations for changes as appropriate.

Evaluation: Did the committee meet and review current practices? Were recommendations made? How did they affect the following areas?

Food Service  
Health Education

Physical Education  
Student Life  
PTA  
Other Curriculum Areas  
Building Activities

- Continue to explore means of community involvement in the overall social, emotional and physical wellness of the school community.

Evaluation: What community groups and/or agencies might be stakeholders in this endeavor? How might they assist in promoting the wellness of the school community? Are their programs and activities that could be helpful in engendering this community connection? If so, what are they? Were any activities of this nature planned for and implemented?

#### **L. Physical Education**

- Improve student interest and enthusiasm by offering new and revised activities throughout the K-12 department.

Evaluation: Was the number of instructional units increased? What new units were revised to provide for improved instruction? What new activities were implemented?

- Incorporate the newly renovated Fitness Center into the SHS PE curriculum.

Evaluation: Are SHS students using the Fitness Center? What new activities or programs are utilizing the Fitness Center? Are continued improvements being made to the Fitness Center?

- Implement the new NCCSD Physical Fitness assessment for grades 4-12.

Evaluation: Has the new assessment been developed? Continue to review and make improvements to fitness level scores. Was a data and tracking system put in place to provide students with better feedback related to their personal fitness levels?

- Perform revisions to Physical Education Plan for K-12 Physical Education program.

Evaluation: Did a review of the district PE plan take place? Did a review of District Curriculum Guide take place? What key revisions were made in Curriculum Guide? Did the process of curriculum mapping in Physical Education progress?

- Improve supervision and instruction as a means to improve safety.

Evaluation: Was the number of reportable accidents reduced?

- Continue to monitor and improve the elementary physical education programs to ensure consistency.

Evaluation: Do the elementary physical education programs demonstrate consistency? Have all seven elementary schools participated in special events such as: cross-country race, spring track meets, district leadership awards program?

## **M. Pupil Services**

- Monitor the progress of the R.I.S.E. (Response to Intervention for a Successful Education) at Shaker High School for the second year.

Evaluation: Were the students passing Regents examinations, promoted to the next grade level, and participating in extra curricular activities?

- Monitor the progress of the R.E.A.C.H. Program at Shaker Junior High School for the second year.

Evaluation: Were the students passing their courses and meeting the requirements for promotion?

- Continue to meet the goals of the Model Transition Grant during the final year of the grant, which will be completed in November 2009.

Evaluation: In the final year were the long-term performance goals of the grant met?

- Update the Teacher Aide Handbook to clarify and develop practices and procedures regarding the role of teacher aides in the classroom.

Evaluation: Was a committee formed to review the handbook and meetings held to work on the revisions?

- Input student immunization, medical concerns and health screening information into Infinite Campus Health Information System.

Evaluation: Were steps noted above completed?

- Provide training and support for school nurses and nurse substitutes.

Evaluation: Was training and support provided for school nurses and substitutes?

**N. Interscholastic Athletics**

- Establish an Athletic Department with a clear and consistent mission.

Evaluation: Was the mission of department shared with athletes, coaches, Board of Education, and parents? What steps were taken to build this department?

- Establish programs' reputation as competitive, sportsmanlike, and committed to "being the best we can be."

Evaluation: What steps were taken to promote competitiveness? What steps were taken to promote sportsmanship? What steps were taken to strengthen the program?

- Bring consistency and process to the practices of team selection, team expectations and general team rules.

Evaluation: Have coaches established team selection criteria? What consistent processes are in place for all sports? How are we addressing "commitment" issues?

- Provide improved mentoring, guidance, support, and staff development opportunities to coaches.

Evaluation: What additional practices were put into place to support new coaches? What staff development opportunities have been provided? What is being done to sustain current coaches and to recruit new coaches?

- Establish In-House opportunities to obtain coaching certifications, and establish tracking system to follow certification status.

Evaluation: Are coaches provided with in-house opportunities to obtain coaching certification? Has a tracking system been developed?

- Expand and monitor the Faculty Athletic Manager Positions.

Evaluation: What changes were made to the F.A.M. positions to improve their effectiveness program wide? Establish detailed job description to justify increase in FAM release time during the school day.

**O. Learning Enrichment Program**

- Revitalize the 6<sup>th</sup> grade "classic moods" literature seminar.

Evaluation: Did the revised seminar challenge students to make both creative and analytical connections among the art, music, and literature selections presented?

- Develop a new grade 5 simulation.

Evaluation: Was a new simulation model developed? Was the content of interest and relevance to students? Did it challenge students to use their critical thinking skills?

## **P. Globalization**

- Continue the initiative with the Tackling Racism in Schenectady County group to expand the understanding of diversity among our high school students.

Evaluation: Were students identified and sent to this program? To what extent were students successful in gaining a greater understanding of diversity? What specific projects were developed as a result of this experience?

- Provide staff development that promotes greater understanding of diversity throughout the school community.

Evaluation: What activities were held? To what extent did staff participate? Were the activities effective in promoting a greater understanding of diversity? What evidence exists to suggest that such activities are having an impact on the classroom?

## **Q. Curriculum Mapping**

- Continue to explore the possibilities and benefits of curriculum mapping as a resource for archiving, sharing, and revising K-12 curriculum.

Evaluation: Did the curriculum mapping study group participate in activities to become familiar with the process of curriculum mapping? Did the group become familiar with the components of curriculum mapping and the principles of Understanding by Design? Was this training provided to others outside the study group? What was the evaluation of this group of this process? Was a mapping software product selected? Was adequate training offered to staff on this product? To what extent did users find the product to be useful and helpful? Were initial efforts in the areas of consensus mapping and diary mapping initiated? To what extent were these efforts positive and productive?

## **R. Data Analysis**

- Improve the skills and knowledge of the administrative staff and faculty in the analysis of data to promote student achievement.

Evaluation: What professional development activities were designed to promote administrative and faculty skills in the area of data analysis? To what extent did administrative staff and faculty gain greater skill and knowledge of the process of analyzing and representing student achievement data?

## **S. Elementary Report Card**

- Pilot in the 2009-10 school year using Infinite Campus to do progress reporting and attendance at the elementary level.

Evaluation: What was the impact of using Infinite Campus for progress reporting? Was this process made easier for all teachers and staff?

- Continue the work begun by the elementary subcommittee to explore and recommend revisions in the elementary report card format.

Evaluation: What revisions were made? How will these revisions be implemented in Infinite Campus? Will recommendations be made for a new reporting format at the elementary level?

## **OTHER OBJECTIVES 2009-2010**

### **A. Employee Relations**

- Successfully transition and orient a new/permanent Human Resources Director.

Evaluation: Was there a seamless transition, without interruption of service to employees? What resources were necessary to ensure such a transition?

- Fully staff the HR Office by adding two employees to the office as planned/budgeted.

Evaluation: Were clear job descriptions created for the new positions? What on- the-job training was provided? Are the workloads reasonable and functionally aligned?

- Fully transition the benefits function to the HR Office.

Evaluation: Did the transfer go smoothly? Is there a noticeable shift in workload from payroll to HR? What changes were proposed in processes?

- Continue to standardize protocols for personnel management district-wide.

Evaluation: What priorities were established for continuing to standardize processes across the district? What initiatives were undertaken?

- Negotiate a successor contract with the NCTA, whose current agreement expired June 30, 2009.

Evaluation: Was a contract successfully negotiated? How will the new contract benefit the district and enhance employee relations?

- Continue to improve Labor Relations.

Evaluation: Were the results of the employee focus groups reviewed? Were programs, workshops implemented to express concerns addressed by employees?

## **B. Budget and Finance**

- Prepare proposed budget for 2010-11 by March 2010, that is passed by the public in May 2010.

Evaluation: Was a proposed budget prepared by March 2010? Was the community supportive of the budget by passing it?

- Analyze use of budget funds for elementary field trips.

Evaluation: How are elementary principals utilizing budget funds for educational field trips?

## **C. Internal Audit**

- Evaluate recommendations and/or findings of the Internal Auditors in 2009-10 and implement recommendations/ resolve findings, as appropriate.

Evaluation: Were recommendations of the Internal Auditor implemented? Were findings resolved?

## **BUSINESS OPERATIONS**

### **A. Business Office**

- Plan and execute EXCEL Capital Project debt issuance and process paperwork to claim EXCEL Aid in a timely manner to facilitate construction schedule.

Evaluation: Was debt issued in a timely manner? Was EXCEL Aid claimed and received by year end?

- Continue to expand use of Finance Manager software to include universal remote requisitioning through Requisition Manager and use of Receivables Manager module by Treasurer to enter receivables and cash receipts.

Evaluation: Were remaining departments trained in the use of Requisition Manager? What benefits were realized? Was the Treasurer trained to enter receivables and cash receipts utilizing Receivables Manager? What benefits were realized?

- Successfully convert the accounting system to accommodate for any new reporting standards required by the State or Federal government to monitor and track the federal stimulus money.

Evaluation: Was the accounting system modified to accommodate for any new reporting requirements?

- Prepare accurate and timely quarterly reporting documents to NYS as required for the stimulus money.

Evaluation: Were the quarterly reports prepared and approved by NYS?

- Hire and train the new Fixed Assets/Accounting person, budgeted to work in the Business Office.

Evaluation: Was the person hired and trained? What have been the advantages?

- Increase the timeliness and accuracy of the fixed assets reporting system as recommended by the Internal Auditors.

Evaluation: Were more timely and accurate records produced?

## **B. Building and Grounds Department**

- Oversee and manage Phase I of district-wide EXCEL and Transfer to Capital Fund Projects district-wide.

Evaluation: Have scheduled projects been accomplished and performed within the identified timeline? Have project contractors been held accountable for work scope and quality of work performed?

- Renovate Counseling Center at Shaker High School in accordance with agreed upon design and timeline

Evaluation: Did counseling center get designed renovations? Did designed layout meet user needs? Was renovation accomplished on schedule?

- Work with architects and engineers to redesign scope of mechanical work in EXCEL and Transfer to Capital Fund to bring projects within established budget parameters.

Evaluation: Was the scope of work redesigned and repackaged for bidding? Did the new mechanical scope meet the district needs and budget? Was the package successfully bid and awarded?

- Perform Tri-ennial Asbestos Review in accordance with state and federal guidelines by June 30, 2010.

Evaluation: Was the tri-ennial review accomplished within the established timeline? Were issues identified and corrected?

- Hire qualified Clerk of the Works for EXCEL and Transfer to Capital Fund construction projects to assist in management of construction projects as needed.

Evaluation: Did interview and evaluation process occur? Was individual able to demonstrate qualifications to perform in position? Was Clerk of the Works chosen?

- Implement an Inventory system for keeping track of custodial cleaning supplies coming in and out of the Custodial Warehouse.

Evaluation: Has the inventory system been tested? What benefits will this have with the supplies? What benefits will this have in the future for the custodial department?

- Establish a bi-monthly Custodial Leader meeting to discuss ideas work related concerns and future planning within department.

Evaluation: Have these meetings been scheduled? What ideas have come from these meetings? What ideas from the meetings were able to be instituted?

- Design, with the input of CSEA, and implement a staggered annual employee evaluation for all custodial staff: custodians, custodial workers, cleaners and part-time cleaner based on their job descriptions for all custodial staff:

Evaluation: Evaluation: Has a draft evaluation form been established? How will this help the Custodial Department?

- Provide staff with training about harmful drugs and the effects they have in

the workplace and everyday life.

Evaluation: How will this benefit the Custodial Department?

- Improve safety at Latham Ridge Elementary School through the addition of an outside storage shed, or Pod, to house all custodial gas powered equipment. This will be a temporary storage until a permanent garage /storage area can be built.

Evaluation: Was this storage shed put in place? How has this helped and why?

- Expand energy patrol teams, utilizing students and staff in our schools, emphasizing energy consumption awareness within the district.

Evaluation: Has the energy patrol been established in more schools? What kind of savings has this created? Are the students having fun doing this? What are the students and faculty learning from this?

- Expand efforts to promote recycling throughout the district.

Evaluation: Have we increased our recycling throughout the District? What has been added to increase the recycling? Have students and staff been made more aware of recycling and how?

- Improve cleaning techniques through the implementation of the *Twister System* for polishing terrazzo floors in at least two more buildings. Currently, the Junior high School and Latham Ridge are using this system. This system will eliminate the use of wax/finish to the hallways and eliminate the use of harmful floor strippers.

Evaluation: Evaluation: Has this been implemented in the schools? How many schools are currently using this system? What benefits does this system have? What savings does this have to the District?

- Continue to offer and provide computer training to our custodial leader team.

Evaluation: What courses have been provided? How do these courses benefit the Custodial Department? Why offer this training?

## **C. Food Service**

- Continue to update Standard Operating Procedures (SOP) binders.

Evaluation: Did Managers/supervisors receive updated SOP binders? Did Managers/supervisors discuss updates with staff? Were new operational materials were inserted into the binders?

- Improve the nutritional content of snack items sold.

Evaluation: What improvements were made and how were they made? What was the financial impact?

- Improve equipment through replacement of older Combi Ovens.

Evaluation: Was a new Combi Oven purchased? Where was it placed? What improvement did they make to the program?

- Improve the High School LaFollette serving area to improve the flow of students.

Evaluation: Was the serving area revamped? Did it speed up the flow of students?

- Upgrade information technology through the implementation the Student Information Communications Software (SIF).

Evaluation: Was equipment upgraded? Where did this occur? Was SIF software implemented? How has this helped the Food Service Programs?

#### **D. Transportation**

- Improve training for drivers regarding the transportation of children with special needs in accordance with “PJ’s Law”. “PJ’s Law” is new legislation requiring that all bus drivers receive 1 hour of additional training in dealing with children with special needs, including sensitivity training, and that districts give drivers the information they need to know to help them transport safely and effectively

Evaluation: Were drivers/aides given the training as required? Has the transportation office been able to supply drivers and aides with the proper information regarding their passengers with special needs?

- Update “Transportation Department Handbook”.

Evaluation: Has the manual been updated? Does it properly and effectively provide information to drivers, aides, and other staff?

- Improve tracking of fuel usage. A new fueling system is planned to be implemented in 2009-10 school year. This new system will integrate the

fuel island hardware with our computer systems, allowing for much more efficient monitoring of fuel usage.

Evaluation: Was the fuel system updated? What efficiencies have been realized?

#### **E. Policy Committee**

- Continue to review and update district policy manual.

Evaluation: Are policies being reviewed and updated on a regular basis. How many have been reviewed and approved.

8/28/09