

DISTRICT MANAGEMENT

Primary Goal – Effective overall administration and supervision of the school enterprise.

<u>Staff</u> 15.80 a	<u>Students</u> 5,648	<u>Budget</u> \$6,970,655 b	<u>Cost Per Student</u> \$1,235
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Desired Outputs

Evaluation

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| A. <u>Supervision & Evaluation</u>
1. Supervise all district activities, programs and personnel, and provide for ongoing evaluation of same | A.
1. Annual evaluation report completed. |
| B. <u>Staff</u>
1. Schools fully staffed for school opening

2. One hundred (100) percent success ratio for newly recruited teachers

3. Turnover rate of less than 15 percent for professional staff

4. Minimum of six in-service workshops

5. All probationary teachers evaluated annually | B.
1. Accomplished

2. There were 47 new teachers hired for 2008-09. All of the new teachers did a satisfactory job.

3. The turnover rate for the elementary was 3.4%, 5.9% at the junior high and 8.3% at the high school.

4. Accomplished. In addition to the major workshop programs in September, November and March, 28 in-service courses, with 330 participants, were conducted. In-service activities for administrators were also conducted.

5. Accomplished |

a – Includes central office administrators (4), principals (9) and hall principals (3.6)

b - Includes curriculum work

DISTRICT MANAGEMENT (cont.)

<u>Desired Outputs</u>	<u>Evaluation</u>
6. Tenure teachers evaluated using the district instrument at least once every three years.	6. All tenured teachers were formally evaluated. The new form was fully implemented.
7. Certification and personnel records up-to-date	7. All records are up to date.
C. <u>Planning & Program Development</u>	C.
1. Annual update of enrollment projections accurate to within +/- 2 percent of next annual enrollment	1. Projection error for 2008-09 was -1.4%.
2. Develop a program budget with annually updated plan for program development	2. Accomplished
3. Annual status report on school housing needs to provide 3 years lead time for required facilities	3. Accomplished. The Board was presented with an Annual Housing and Enrollment Report in November, 2008.
D. <u>Budget</u>	D.
1. Present budget in both program and legal form to the Board of Education in early March	1. Budget presented to Committee of the Whole by March 2, 2009
2. State reports completed and filed with appropriate agencies	2. All reports completed and filed with appropriate agencies.
E. <u>Public Relations</u>	E.
1. Average of one media contact per week	1. Accomplished
2. Produce and distribute bi-monthly newsletter on the educational program.	2. Accomplished
3. Prepare and distribute Board of Education agenda and staff bulletin prior to meeting	3. Agenda, with supporting material, is distributed to all reporters.

DISTRICT MANAGEMENT (cont.)

<u>Desired Outputs</u>	<u>Evaluation</u>
4. Produce special purpose publications, as needed	4. Annual evaluation report, budget mailing and weekly menu messages were published.
5. Public meetings	5. All requests for school administrators to speak to community, regional and state groups were met.
6. Maintain media contacts	6. Accomplished. See #1 above.

Summary

The cornerstone of our success in North Colonie is the recruitment and support of our teaching staff. Excellence in teaching represents the driving force behind the success of every school system. While stating the obvious, North Colonie has traditionally maintained high standards and a strong system of evaluation, followed by measures of accountability and a comprehensive program of professional development that are all critical to sustaining and growing the teaching and learning mission of the District. The strong academic results manifested in this evaluation represent the reward that the District receives from an outstanding teaching staff.

The OLAS online application system has increased our recruitment pool and made the process more efficient. The number of applications that we received for our positions has increased dramatically. This past year when we advertised on OLAS for our two elementary teaching positions, we received nearly 800 applications! For social studies at Shaker High School, we received nearly 300 applications. Likewise, for certain areas where it is difficult to fill positions, particularly in the sciences and foreign language, district and high school supervisors reported significant increase in the availability of applicants.

This past year we hired 47 new teachers, compared to 45 in 2007-2008. Our district process for screening and interviewing candidates is a rigorous one and all finalists are interviewed by the Superintendent and Assistant Superintendent for Curriculum and Instruction. We support our newly hired teachers with an extensive orientation and each are provided with a mentor that assists them in gaining familiarity with curriculum and school and district processes and procedures. In August, elementary teachers continue to be given an additional orientation to the content areas, testing, parent communication and technology. All our new faculty attend three workshop days in August to provide them with an additional orientation. Second year teachers are given a day and a half follow up orientation where they debrief their first year and work to establish an improvement plan for the second year. Our new teachers receive a

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minimum of three formal observations each year. These observations are targeted and focused toward providing feedback to our staff that allows them to improve their teaching skills.

We are proud to report that our turnover rate remains consistently low and was consistent for 2008-09. This is a testimony to the excellent support given to our teachers. The turnover rate for 2008-2009 is as follows: elementary 3.45%, junior high 5.9% and 8.3% at the high school.

The district maintains four professional staff development days to further nurture the professional competence of our faculty. Two of these days are held in September, one in November and one in March. Each of these days has a different district focus. This past March we focused on the infusion of technology as a benchmark for helping to develop in our students the skills they will need to be productive and successful in the future.

The District Staff Development Program remains the main means in which we serve to upgrade, grow and develop the skill of our teaching staff. This past year we offered 33 staff development courses attended by 387 faculty, compared to 437 the previous year. The key programs offered to our staff are primarily in the area of technology integration into instruction. This year our staff was eager to explore new technology including Smart Board, Mimio, Grade Book, and website development which served to make learning engaging to students as well as to communicate effectively to students and their families. Other programs continued to address key district objectives such as globalization, reading, mapping and mathematics. We are also implementing new ways of offering staff development. In 2008-2009, we offered our first on-line professional development courses. We will continue to expand these offerings and by providing greater flexibility to our staff we hope to increase their participation in the district program.

Summer curriculum writing represents the research and development component of the district. This past summer we held 50 curriculum projects, compared with 59 the previous year. These curriculum projects involved 230 teachers and 19 administrators who had participated a total of 113½ curriculum days compared to 166 days for the summer of 2008. Significant work was done in the area of reading, writing, mathematics, social studies, foreign language, and technology integration. Curriculum work groups also included mapping social studies, grades 5 and 6, foreign language and global studies.

We are committed to focusing on improving our skills and creating learning that encourages engagement, hands on activity, problem solving, and critical thinking. These are all essential skills necessary to equip our students for an ever challenging global economy in a highly technology oriented 21st century. Furthermore, we continue to encourage our faculty to function as a learning community who grow and expand their teaching knowledge.