Administrative Goals:
2015-2016 Update
Recommendations for 2016-17
Anticipated Goals for 2017-18

Board of Education Work Session
9/7/16
Goals

- Goals reflect the school district’s commitment to continuous improvement
- Goal development begins with the district’s Mission Statement
- Therefore, goals address topics of importance to the school district
- Goals are driven by assessments of current performance and analyses of research and best practices
- Goals are designed to address a present need and build organizational capacity so it can reach even higher levels of performance
- Goals are not statements of broad purposes or philosophy, nor are they merely themes or organizational attitudes
- Goals are concrete and realistic; they identify specific desired outcomes
- Goals are expected to have lasting impact on the school district
- Timeframes fit goals: goals do not fit timeframes. Some goals cannot be accomplished within the short window provided by the academic year; some may take several years to achieve.
- Goals become measures of accountability
- Goals recognize the value of risk-taking
“A goal properly set is halfway reached.” ~ Zig Ziglar

I WILL ORDER THE CHICKEN SALAD AND IT WILL BE THE GREATEST CHICKEN SALAD MAN HAS EVER TASTED! I WILL NOT BE DENIED!!!

After the goal-setting workshop, Larry’s life was never quite the same.
“If a man knows not to which port he sails, no wind is favorable.” --Seneca

“A goal properly set is halfway reached.” -- Zig Ziglar
The Garden City School District seeks to create an environment for learning which enables each student the opportunity to grow as an individual as well as a group member while striving to achieve the optimal level of academic, social and personal success.

Students will thrive in a learning environment that is developmentally appropriate, individualized and challenging.

Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.
GARDEN CITY SCHOOL DISTRICT
Mission Statement

In other words:

*Inspiring Minds*

*Empowering Achievement*

*Building Community*
KEY

Curriculum and Instruction

Communication & Technology

Business and Finance

Human Resources
Tracking the Goals
• Reviewed NYS law and SED regulations and ongoing guidance re: 3012-d
• Applied and received waiver to allow district to continue 3012-c plan for 2015-16
• Reestablished APPR Committee
• Committee reached consensus on provisions to address requirements of 3012-d
• Plan submitted to SED for feedback
• Plan revised to address SED feedback
• Plan approved by SED
• Applied for waiver from “independent observer” requirement
• Teacher evaluation database and software updated to comply with 3012-d

Revise District APPR plan
Initiate curriculum review in health

• K-12 committee established
• “Spotlight year” activities conducted
  • Survey of programs conducted
  • Literature review
  • Best practices identified
  • Gaps identified
  • Surveys
• Committee presented report to Board of Education in June 2016
• Report included short and longer-term goals
Plan for and conduct negotiations with CSEA

- Negotiating teams continued to meet throughout fall 2015
- Memorandum of Agreement approved January 2016
- Ratification in February 2016
- Contract currently in effect
Recommendations from risk assessment reviewed and implemented including School Lunch Policy update

- New focus areas identified for audit: benefits administration, and bank reconciliation
- Audit conducted
- Report to Board of Education delivered May 2016
- One recommendation provided in benefits area
- No recommendations for bank reconciliation procedures
• Worked with consultant to stay apprised of emerging regulations
• Implemented process for determining eligibility for ACA at district level
• Prepared extensive database for reporting
• Filed documentation as required; provided required notices to employees
• Multigrade, multidisciplinary committee formed
• PLC-type meetings organized by grade level, one per month—November through March
• Work products shared
• Tier 2 essential vocabulary identified
• “No Excuse” word list designed
• “Tool box” developed and shared
• Plans developed for implementation in 2016-17 school year
• Assess implementation and modify/adjust as needed

Continue initiatives to identify college/career vocabulary
• Health staff development planned; new HS course; updating of all curricula
• Social studies inquiries developed for K-5; Revised AP US and AP Euro courses; Adopt new text for grades 7 & 8; Revise AP World History
• World language “read to write” prompts revised to increase relevance and rigor; Updated vocabulary lists; Investigate possibility of awarding college credit for Level 4 courses
• Staff development

Continue curriculum reviews in social studies, world language, and health
- Participation in Nassau-Suffolk LIRACHE initiative
- Focus groups conducted with students, parents, and staff to elicit understandings of “college ready”
- Data concerning course work in preparation for college and career assembled for use in Nassau-Suffolk LIRACHE initiative
- Work with Nassau Community College to help identify standards for access to credit-bearing courses in mathematics
- Support provided in preparation for Accu-Placer exam
- Continue “College Major Night”
- MS presentation re: careers in engineering
- “No Excuse” vocabulary words
- Assess value of AP Capstone program
- Participate in PISA exam

Refine and enrich our definition of "College and career ready"
• Interior and exterior camera installation project completed in and around all school buildings
• Camera software installed
• Training conducted for school personnel
• Classroom mapping project initiated
• Preliminary plans developed for participation in county-wide security project with police departments
• School safety plans revised according to new guidelines from NYS
• Planning continues for next phase of security initiative that focuses on communications enhancements for gyms, cafeterias, auditoriums, etc.
Conduct preliminary High School starting time study

- HS site-based team conducted study
  - Review of research/existing models
  - Surveys
  - Preliminary assessment of starting time change on HS programs and operations

- Report presented to Board of Education in June 2016

- Establish district-wide steering committee

- Assess potential impact of later starting times on busing, budget, and district operations, fall 2016

- Complete HS assessment of impact on programs and operations, winter 2016-17

- Elicit input from K-8 community, winter/spring 2016-2017

- Elicit general community input, spring 2017

- Develop recommendations for presentation to Board of Education, May 2017

Garden City Public Schools
• Academic vocabulary groups completed work on “No Excuses” words
• Grade 5 and 6 collaboration continued
• Technology groups re: 1:1 initiatives, Google Classroom
• K-12 initiatives at school, grade, and department levels
• Expand to include opportunities for lesson study, collegial circles, learning walks, sharing of best practices, problem-based learning

Expand use of Professional Learning Community (PLC) format for staff development
• Staff developer provides workshops, just-in-time training, and support
• Staff development in-service work
• Support for STEM initiatives
• Technology Task Force reconstituted; delivered report to Board in May 2016 containing findings, conclusions, and recommendations for the future
• 1:1 initiatives at elementary, MS, and HS
• Piloting of computer-based testing
• Google apps/Google Classroom utilized extensively
• Smart Schools bond proposal submitted to NYS; plans developed for infrastructure improvements
• HS Robotics Club to be launched this fall
• 1:1 initiative will expand in 2016-17
• Coding initiatives will expand in 2016-17
Investigate additional STE(A)M initiatives

- PLTW successfully introduced at HS
- STEM initiatives at K-8 included gardens, coding, problem-based learning, and integration of instructional technology for modification, augmentation, and redefinition
- Renovated HS science research room
- Conduct(ed) staff development
- Initiate high school Robotics Club
- Review elementary science curricula and labs; update as appropriate
- Establish(ed) connections with area universities
- Update MS technology curriculum
- Integrate health curriculum review recommendations
Changes in federal and NYS legislation and regulations reviewed

Update of existing policies initiated

Update special education procedures to reflect policy changes and best practices

Provide orientation for pathways to high school completion for students, parents, and staff

Review transition activities and staff responsibilities, K-12; develop recommendations for enhancement and improvement

Provide communications guidelines to parents
• Refined survey instrument
• Administered survey to students in grades 3-12
• Analyze results
• Preliminary results shared with members of school community
• Prepare presentation to Board of Education
• Develop school-based follow-up activities
• Align efforts with observation focus on student engagement

Conduct Panorama student survey on academic engagement, grades 3-12; Conduct follow-up
• Funds transferred to Capital Reserve
• Work with District Architect to develop plans for renovation of HS turf field, MS breezeway windows, and HS auditorium HVAC
• Referendum proposed for voter approval
• Referendum approved by large majority of voters
• Plans prepared for submission to NYS
• Develop plan for next set of Capital Reserve Fund projects
The first step towards getting somewhere is to decide that you are not going to stay where you are.

J.P. Morgan
To Do:

[Blank space for additional to-do items]
To Do:

- Establish K-12 committee including representation from Pupil Personnel Services
- Conduct “spotlight year” activities to
  - Assess current status of program
  - Assess testing protocols and criteria for entry/exit to programs
  - Complete literature review
  - Identify best practices
- Present findings, conclusions, and recommendations to Board of Education, June 2017

Initiate curriculum review in reading
To Do:

Prepare for negotiations with teachers' and administrators' bargaining units/Complete negotiations with paraprofessionals’ bargaining unit

- Continue negotiations with paraprofessionals
- Review existing contracts
- Review recent settlements
- Develop projections and implications for budgets
- Prepare preliminary proposals
- Launch negotiations with teachers’ and administrators’ teams
To Do:

- Review findings and recommendations from Office of the State Comptroller (OSC)
- Post District response to audit
- Develop action plan to address recommendations
- Implement recommendations/assess progress toward goals
To Do:

Conduct demographic study

- Identify possible vendors for demographic study
- Select demographer
- Conduct study during midyear
- Provide report to Board of Education
- Use conclusions to inform budget, staffing, and long-term projections
• Review NYS regulations
• Review existing plans and identify areas for revision
• Develop revised plans
• Align plans with curriculum review conclusions and recommendations
• Present plans to Board of Education for adoption
• Plans inform district-wide staff development, academic support initiatives, and assessment protocols
Anticipated Goals
2017-18
Complete College/Career Vocabulary Initiative

Continue Curriculum Reviews

Refine and Enrich Definition of “College and Career Ready”
Complete District-Wide Security Project

Complete High School Starting Time Initiative

Technology Initiatives
Next Phase of STEAM Initiatives
Continue Capital Reserve Projects and Planning
Initiate Curriculum Review in Art
Select New Mathematics Text/Resource for Grades K-6

Update/ Revise Curricula to Align with Common Core Learning Standards Revisions

Explore Innovative Approaches to Student Achievement Assessment