

Together for Every Learner

A roadmap for delivering our mission at scale



2026-2029

“This **three-year plan** formalizes our commitment to building the systems and structures that ensure our programs and supports reach every student, consistently, across every school.”

Superintendent's Message

Dear North Colonie community,

North Colonie has always been a community that believes in what public schools can do. As we have recently marked our 75th year as a district, that belief is as vital today as it was the moment our founding leaders united a growing community through a shared commitment to public education. It has carried us through decades of growth and change, and it carries us still.

What has changed is the world our students are growing up in and the world they are preparing to enter. Our students and families bring a broader range of experiences and needs than any previous generation. The workforce ahead looks fundamentally different from what it was five years ago. Artificial intelligence, evolving career pathways, and what it means to be prepared for life after high school are not distant considerations. They are present in our classrooms today, and they call on us to evolve.

Our educators, staff, and families go above and beyond for our students every single day. While I see this commitment in every school, I believe that our students should not have to depend on extraordinary effort to get what they need, and our educators should not have to be heroes in order for every student to be seen and supported. Our mission calls for comprehensive systems that support every student in every school, every day. That is how we serve our students, and how we support the educators and families who serve them.

Our Together for Every Learner Plan is how we make these systems real. This three-year plan formalizes our commitment to building the systems and structures that ensure our programs and supports reach every student, consistently, across every school. It is, in a very real sense, our path to living out the mission we have held for 75 years.

This work belongs to this community. The plan you are about to read was shaped by the staff, students, families, and community members who walked alongside us this past year, and it will continue to be shaped by all of us as we put it into practice. I am grateful for the generations of North Colonie families who have believed in what public schools can do, and for all of you who carry that belief forward today. Together, we will turn our enduring commitment into something every student and family can feel.

With gratitude,

Kathleen Skeals
North Colonie Superintendent





Purpose of This Plan

Every North Colonie student deserves to be seen, supported, and set up for success academically, socially, and emotionally. That commitment is the heart of our district's mission: that every student has the opportunity and the support to do relevant, challenging work that helps them grow, and that all staff work together as one learning community to provide a high-quality, equitable education for every student. This plan is how we put that mission into practice.

Today, we have many strong programs and practices in place to support our students. What we need now is a clear, shared framework that connects this work so that, regardless of which school a student attends, what language their family speaks, or where they are in their educational journey, every student has access to the right supports and opportunities at the right time. We are proud to celebrate the diversity of our student population and remain committed to ensuring that every learner is known, valued, and supported through meaningful, inclusive, and responsive practices.

The Together for Every Learner Plan is that framework. It brings together **four areas of work** that directly shape how our students experience school:

1

How we communicate with students, families, and the broader community, so not only does our community understand how support systems work, but they also feel a genuine partnership with the district.

2

How we identify and respond to student needs, so every student gets the academic, social-emotional, and behavioral support they need, when they need it, whether that be students who need additional scaffolding or acceleration to keep growing.

3

How we use technology, including artificial intelligence, so that emerging tools are used safely, intentionally, and equitably in service of every student's learning.

4

How we prepare students for life after high school, connecting them to meaningful pathways toward graduation and what comes next.

This plan is a multi-year commitment to the systems that sit underneath every student's experience. These four focus areas are not separate initiatives. Together, they define how we communicate with students and families, identify student needs, use emerging tools responsibly, and support every student in building a meaningful path forward. It is how we will ensure that our district's pillars of academic excellence, social-emotional well-being, and equity are reflected in the experience of every student and family.



How This Plan Was Created

North Colonie's 2025–26 Annual Action Plan named the commitments we were making to our students that year: shaping our approach to artificial intelligence, refining how we identify and support students who need extra help, preparing for New York State's changes to graduation, and strengthening how we communicate with families. Each of these matters on its own. What became clear over the course of that school year is that they are deeply connected, and our students are best served when we treat them as one body of work, not several. The Together for Every Learner Plan is how we are bringing those commitments together.

To build this plan, we drew on four sources of learning across the 2025–26 school year.



- 1. We took a close look at our student support systems.**
From January 2026 through March 2026, we reviewed the processes, systems, and documentation that make up our student support systems. The review gave us a clear picture of what is working well in North Colonie and where we have room to grow.
- 2. We continued our ongoing analysis of the impact of technology and artificial intelligence.**
Our staff engaged in deep learning about AI, exploring how it is already showing up in classrooms, what it means for students and the adults who teach them, and what it looks like to use it responsibly. The parts of this plan that address AI are grounded in what we learned together.
- 3. We followed New York State's guidance on NY Inspires.**
New York is changing what it means to graduate and how students show they are ready for life after high school. The pathways and preparation pieces of this plan are built on that state guidance.
- 4. We listened to our community.**
The Together for Every Learner Committee brings together North Colonie staff who work in student support roles in every single one of our schools. The Community Advisory Council brings together students, families, and community members who have firsthand experience with how our supports work in practice. The Community Advisory Council carries forward the work of our Student Advisory Board and Parent Advisory Committee, whose work also guided us.

Across these four sources of learning, we are grateful for the time, care, and honesty that staff, students, families, and community members brought to the work. Together, they are why this plan is both rigorous and grounded in what our community actually needs.



Focus Areas

The Together for Every Learner Plan is organized around **four focus areas**. Within each focus area, priorities describe the work North Colonie will do, and goals describe what will be true when that work is in place, including the changes in staff, student, and family experience we expect to see across the district.

Four Focus Areas

1

Community & Connection

North Colonie is committed to building an educational community where students, families, and staff know what is available to them and can engage as full partners in our work. We will create clear, consistent ways for families to access information about our supports and services, grow student voice and self-advocacy across all grades, and build shared understanding of this plan across our staff, leadership, and Board of Education.

2

Student Support Systems

North Colonie is committed to building an educational system that identifies every student's needs early and responds with the right support, so no student goes unseen and no need goes unaddressed. This includes students who need additional challenge and extension alongside support, as well as students whose strengths and needs appear together. We will establish consistent Multi-Tiered System of Supports (MTSS) practices across every school and grade level, identify and respond to academic, behavioral, and social-emotional needs together, use data to drive responsive action, and grow staff capacity for consistent implementation.

3

Technology & Learning

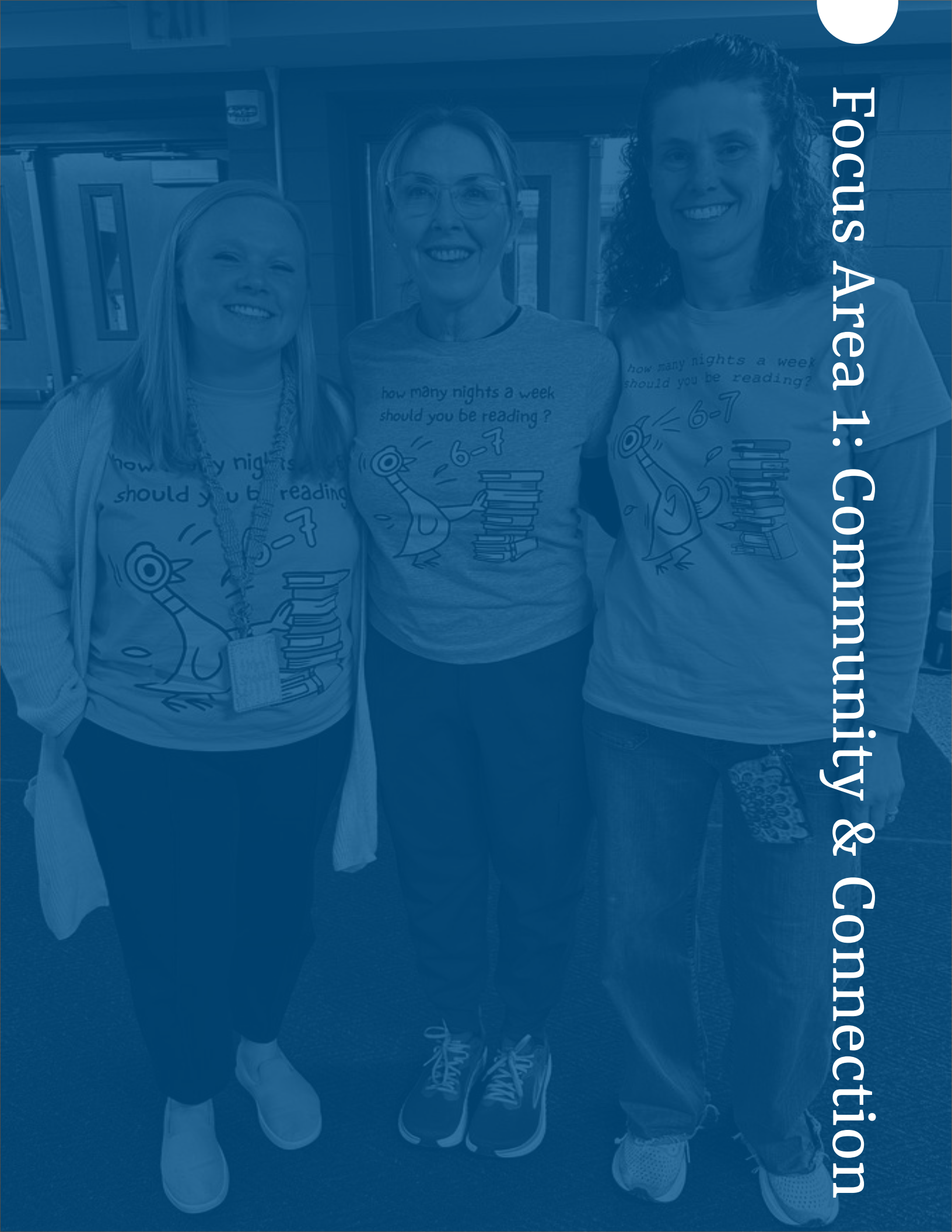
North Colonie is committed to using emerging technologies, including artificial intelligence, responsibly and strategically to expand every student's access to support and opportunities. Building on the AI vision, principles, and guardrails the district previously introduced, we will establish clear AI governance and guidelines, build staff AI literacy through role-specific professional learning, prepare students to use AI critically and in ways that strengthen their thinking, and build the foundational digital literacy every student needs to engage with technology safely and with purpose.

4

Pathways & Preparation

North Colonie is committed to ensuring every student has a meaningful path forward, through graduation and into life beyond high school. We will build staff knowledge and readiness for New York State's NY Inspires framework, and connect pathways planning to student support systems so every student moves toward graduation with a clear, supported plan.

Focus Area 1: Community & Connection





1.1

Priority 1.1: Ensure Families Have Clear, Consistent Access to Information About Supports and Resources

North Colonie will set shared, districtwide standards for how information reaches families, improve the accessibility and ease of use of the district website, and build proactive, two-way communication that meets families at key moments and closes the loop on their questions and feedback.

Goals

- North Colonie has established districtwide standards for how information reaches families, applied consistently across every building.
- Families have access to clear, current information about North Colonie's supports, services, and programs in their preferred language and format.
- Increase the number of students and families reporting that they feel informed and empowered to ask questions, share their perspectives, and participate in conversations and decisions about their learning and the supports they receive.

1.2

Priority 1.2: Build Student Knowledge, Voice, and Self-Advocacy Across All Grade Levels

North Colonie will create age-appropriate ways for students to share their perspectives, learn what supports are available to them, and practice articulating what they need at every stage of their learning.

Goals

- North Colonie has created grade-appropriate ways for students to share their perspectives and have those perspectives shape school and district decisions, in every building.
- Each year, more students report that their voice matters, both in classrooms and in school buildings.
- Students across grade levels can identify at least one resource available to them for academic, behavioral, and social-emotional support.
- Increase the number of students reporting a trusted adult at school.

1.3

Priority 1.3: Build Shared Understanding of the Together for Every Learner Plan Across the District

North Colonie will share the plan clearly and consistently with staff, families, leadership, and the Board across its three-year horizon, develop shared plain-language definitions for staff and families, and create and communicate structured opportunities for students, families, staff, and the Board to engage with and shape the work.

Goals

- North Colonie has a documented communications plan for sharing this work with staff, families, and the Board across the next three years.
- Staff can describe North Colonie's strategic priorities and how their work connects to them.
- Families can describe North Colonie's strategic priorities and their role in supporting their child.

A blue-tinted photograph of three young children smiling and looking at the camera. The child on the left is a young boy with short hair, the middle child is a girl with short hair, and the child on the right is a boy wearing glasses. They are all smiling broadly. The background is slightly blurred, showing what appears to be a classroom or play area with some toys and furniture.

Focus Area 2: Student Support Systems



2.1

Priority 2.1: Establish Consistent Districtwide Multi-Tiered System of Supports (MTSS) Practices Across All Grade Levels and Schools

North Colonie will define shared, districtwide expectations for what every student experiences in their everyday classroom learning across academic, behavioral, and social-emotional domains, and standardize how additional layers of support are identified, monitored, and documented so MTSS looks consistent in every building.

Goals

- North Colonie has established a consistent districtwide approach to identifying student needs and providing support, with shared expectations applied in every building.
- North Colonie has established an integrated MTSS framework that addresses students' academic, behavioral, and social-emotional needs across all tiers of support.
- Students have access to clearly defined Tier 1, Tier 2, and Tier 3 academic, behavioral, and social-emotional supports in every building.
- Increase the number of staff reporting that MTSS practices are consistent across their building and/or the district.

2.2

Priority 2.2: Coordinate Academic, Behavioral, and Social-Emotional Supports

North Colonie will implement universal social-emotional screening at key transition points, bring academic, behavioral, and social-emotional data into integrated review processes, and build clear referral pathways across teams so students' needs are seen and addressed as a whole.

Goals

- North Colonie has implemented universal social-emotional screening at Grades 6 and 9, with results integrated into support planning within each building.
- Students identified as needing support receive a response that reflects their academic, behavioral, and social-emotional needs considered together.
- Increase the number of students reporting that adults in their school know them and notice when they need support.
- Increase the number of families reporting that they understand how their child's needs are addressed through district support systems.



Priority 2.3: Use Data Systematically to Identify Students' Needs and Drive Responsive Action

2.3

North Colonie will establish principal-led quarterly data review at the secondary level, develop shared protocols that guide how teams analyze data, and build staff skill in translating data into responsive instructional and support decisions.

Goals

- North Colonie has established a regular, principal-led data review process at the secondary level.
- Staff can describe how student data is used to make instructional and support decisions and describe a specific example from their own practice.
- Increase the number of staff reporting timely access to the data they need to make instructional and support decisions.

Priority 2.4: Build Staff Capacity for Consistent MTSS Implementation

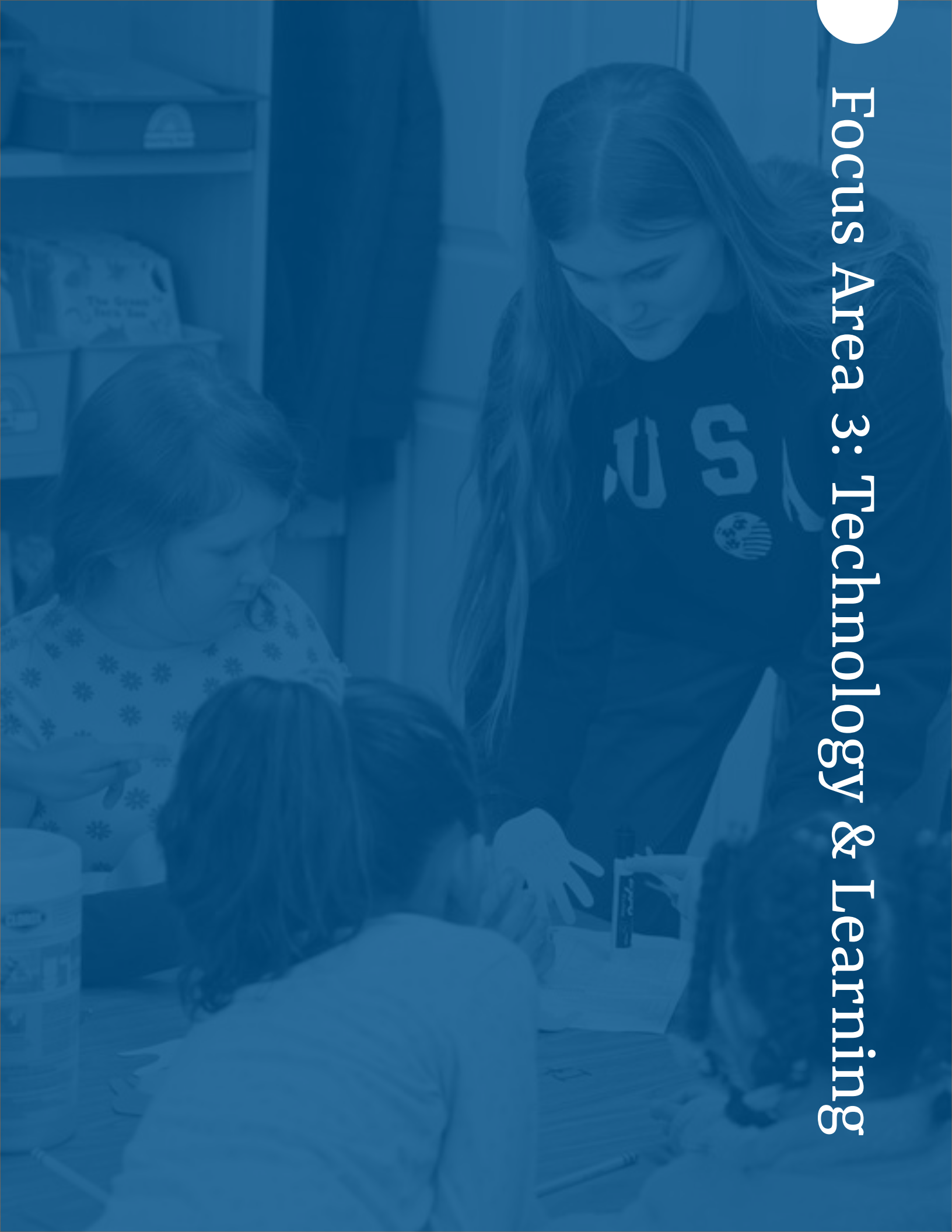
2.4

North Colonie will deliver role-specific professional learning, develop members of the Together for Every Learner Committee as internal facilitators, and target learning to the specific gaps identified through fidelity reviews.

Goals

- North Colonie has identified and developed a cohort of internal staff leaders who can facilitate MTSS-focused professional learning or coaching at the building level.
- Increase the number of staff reporting that their MTSS professional learning experience addressed identified gaps.
- Increase the number of staff reporting feeling prepared to implement MTSS practices in their role.





Focus Area 3: Technology & Learning



3.1

Priority 3.1: Establish AI Governance Structures and Guidelines for Responsible Implementation

North Colonie will review and update AI-related guidelines covering student privacy, acceptable use, academic integrity, and student wellbeing, define clear decision-making structures for AI oversight, ensure all AI tools used with students are vetted and district-approved, and review and revise a districtwide AI vision in partnership with staff, students, and families.

Goals

- North Colonie has adopted clear AI guidelines and/or policies covering student privacy, acceptable use, academic integrity, procurement, and student wellbeing, and has communicated them to all staff and families.
- North Colonie has defined AI governance structures, clarifying how AI decisions are made, documented, and monitored.
- Families understand how AI is used in their child's learning, how data is protected, and how they can shape responsible use over time.
- Increase in staff, families, and students reporting understanding of how AI is used in schools and the guardrails in place.

3.2

Priority 3.2: Build Staff AI Literacy Through Role-Specific Professional Learning

North Colonie will assess current staff AI knowledge and needs, deliver role-specific professional learning, and create regular opportunities for staff to learn from each other and grow alongside the technology.

Goals

- North Colonie has a living professional learning plan for AI that is reviewed and updated at least twice a year to keep pace with evolving technology.
- All staff participate in at least one AI professional learning experience per year, supporting their roles.
- Increase the number of staff reporting feeling prepared to use AI responsibly in their role.



3.3

Priority 3.3: Prepare Students to Use AI Responsibly, Critically, and In Ways That Strengthen Their Learning

North Colonie will develop a K–12 scope and sequence for student AI literacy, establish consistent student expectations across all settings, and create classroom opportunities for students to question AI outputs and reflect on how AI shapes their thinking.

Goals

- North Colonie will provide a coherent K-12 progression of AI literacy, with library media specialists leading foundational instruction and all educators reinforcing AI literacy through authentic learning experiences.
- Students can demonstrate responsible AI use in their school and show that they can evaluate AI outputs critically.
- Increase the number of students reporting the ability to use AI tools responsibly and think critically about AI outputs.

3.4

Priority 3.4: Build Foundational Digital Literacy for All Students

North Colonie will develop a K–12 scope and sequence for foundational digital literacy and set clear standards for when and how instructional technology is used in classrooms, including expectations for the balance of screen-based and non-screen-based learning, so students learn in a consistent environment and families understand how technology shows up in their child's learning.

Goals

- North Colonie has a documented K–12 digital literacy scope and sequence implemented across content areas.
- Students encounter consistent tools, platforms, and expectations for technology use across classrooms.
- Families have clear information about the tools used in their child's learning.
- Increase the number of students reporting feeling prepared to use technology safely and critically.
- Increase the number of families reporting understanding how technology is used in their child's learning.



Focus Area 4: Pathways & Preparation





4.1

Priority 4.1: Build Staff Knowledge and Readiness for NY Inspires Through Professional Learning

North Colonie will audit our current graduation pathway offerings and their alignment to NY Inspires, and deliver role-specific professional learning sequenced to state implementation phases so staff are prepared in advance of each milestone.

Goals

- North Colonie has a clear, role-specific professional learning plan for NY Inspires.
- All staff whose roles involve pathways, counseling, or curriculum design can accurately describe NY Inspires requirements and their implications for their work.
- Increase the number of staff in pathway-related roles reporting feeling prepared to advise students and families on NY Inspires.

4.2

Priority 4.2: Connect Pathways Planning to Student Support Systems

North Colonie will develop structures for counselors to coordinate around pathways and student needs, ensure all students have access to grade-appropriate pathway exposure and planning conversations from elementary through high school, and build family knowledge so families can be meaningful partners in their child's planning.

Goals

- All students have a documented, grade-appropriate pathways planning conversation at defined transition points.
- Increase the number of students reporting understanding pathway options and feeling prepared for the decisions ahead.
- Increase the number of families reporting understanding pathway options and feeling prepared for the decisions ahead.



Glossary

Academic Integrity	Standards for honest, responsible academic work, including how students may and may not use AI tools in completing assignments.
Acceptable Use Policy	A policy that defines how students and staff may and may not use district technology, including AI tools.
Annual Action Plan	North Colonie's yearly plan identifying the priorities and goals the district will focus on in a given school year. The 2025-26 Annual Action Plan named the commitments that led to this multi-year plan.
Governance (AI)	The structures, roles, and decision-making processes that determine how AI tools are adopted, used, and monitored across a school district.
Multi-Tiered System of Supports (MTSS)	A framework for identifying student needs early and responding with the right level of academic, social-emotional, or behavioral support. Organized into Tier 1 (universal supports all students receive), Tier 2 (targeted supports for students who need additional help), and Tier 3 (intensive, individualized supports for students with the greatest need).
NY Inspires	New York State's framework for transforming graduation requirements, diploma pathways, and how students demonstrate learning.
Pathway	A planned sequence of courses and experiences that supports a student's movement toward graduation and post-secondary goals. NY Inspires expands the range of pathways students can pursue.
Scope and Sequence	Describes what students are expected to learn and in what order they learn it. The scope covers the full range of knowledge and skills taught across a grade level or course. The sequence maps how those skills build on one another over time, so that students develop a strong foundation before moving on to more complex concepts.
Social-Emotional Learning (SEL)	The process through which students develop the skills, knowledge, and attitudes needed to understand and manage emotions, build positive relationships, and make responsible decisions.
Tier 1 / Tier 2 / Tier 3	The three levels of support within MTSS. Tier 1 is the core instruction and universal supports available to every student. Tier 2 is additional, targeted support for students who need more. Tier 3 is intensive, individualized support for students with the greatest need.
Together for Every Learner Plan	North Colonie's multi-year plan identifies district focus areas, priorities, and goals for student support and success. It is the umbrella that connects the district's commitments across student support, technology, pathways, and family communication.
Two-Way Communication	Communication that flows in both directions between the district and students, staff, families, and community members.
Universal SEL Screening	A districtwide practice of using a validated tool to assess students' social-emotional needs at key points so that support can be provided proactively rather than in response to crisis.