

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Wednesday, October 26, 2011
8:30 a.m. - 11:30 a.m.**

Members Present

Victor Britton	Deirdre Burns	Edwin Davenport
Jennifer Hammond-King	John Kemnitzer	Brett King
Marvin Kreps	Diane Linenbroker	Erin O'Brien
Joseph Phelan	Cynthia Ping	Shaun Ramsey
Pat Sexton	Susan VanVlack	Katherine Younger
Richard Zipp		

Members Absent

Bobbie Bie	Terri Kupiec
Bonnie Murphy	

The meeting began at 11:40 am with review of the proposed agenda. The proposed agenda is as follows:

- Welcome and discussion of agenda
- Comprehensive District Education Plan and process
- Network Teams Presentation: Maria Petrella and Tina Desa (DCBOCES Network Team)
 - Presenters will be reviewing SED Reform Agenda
 - APPR
 - Common Core State Standards/College and Career Readiness
 - Assessments
 - Data Driven Decision-Making
- Discussion of CDEP and Action Planning to respond to SED Reform Agenda
 - Revision of Comprehensive District Plan
 - Vertical Teams
- Superintendent's Conference Day Planning:
 - October 7, 2011: Review and discussion
 - November 8, 2011: Planning
 - April 20, 2011: Planning
- Other?

Welcome and discussion of agenda

Mr. Kreps opened the meeting commenting on the numerous policy areas that are considered for change and the many decisions that the District needs to make within the next several months. The 2011-12 school year is a pivotal year for change in schools. Currently, CDEP is the structure to have that discussion. The committee discussed the need to decide if the present structure is adequate to address the present demands and if changes are required. A large portion of this meeting was dedicated to developing a shared understanding of the issues related to the Common Core State Standards (CCSS) and policies that are currently being promulgated by the New York State Education Department (NYSED).

Mr. Kreps introduced Maria Petrella and Tina DeSa, Dutchess BOCES Network Team (NT) members. Ms. DeSa distributed copies of the attached power point presentation to all attendees. Ms. DeSa went on to share that Race to the Top (RTTT) is a federal grant. New York was awarded \$700 million and came into the project in year 2. In order for the state to receive the funds, the state has to comply with 4 deliverables:

- Internationally-benchmarked standards and assessments that prepare students for success in college and the workplace
- Recruiting, developing, retaining, and rewarding effective teachers and principals
- School-based inquiry and data driven instruction

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- Turning around the lowest-performing schools

The objective of the Network Team is to support all RTTT initiatives and work directly with educators from participating member districts to provide consistent, high-quality professional development and related services to ensure successful statewide implementation of the RTTT project. The Dutchess BOCES Network Team will be working with the District to successfully implement these initiatives. Ms. DeSa commented that this is the first time BOCES will facilitate an initiative between the districts and NY State and built into the structure of the program will be the opportunity for collaboration among school districts.

Ms. Petrella explained that it is critically important to understand and plan for the initiatives that are currently being implemented by NYSED. Ms. Petrella distributed and discussed as document that defines the deliverables required of the Network Team to component districts. She noted that the timelines will be adjusted but that the content of the deliverables will remain constant.

The first deliverable is training to implement the Common Core Learning Standards for ELA/Literacy and Mathematics. The recommendations are as follows:

- Take some time to review the capacity of the school and the teachers that will implement CCSS
- Align one unit per semester and teach it
- Study models so that you can see the rigor of the process
- Teachers provide feedback to each other after a unit is taught
- Look at student work
- Develop protocols in the school to look at work and align what is evident that a student should be doing
- Develop benchmarks and create action plans around this

The second deliverable will be training to implement the school-based inquiry and data driven instruction teams. What does school-based inquiry mean? School-based inquiry is looking at data at the school level and taking a particular focus on groups of students that are not progressing. Why are they not progressing? What are the techniques being used? What is the curriculum? After reviewing, develop action plans to improve the success of those students. The Network Team recommended that teams be developed in each building with the principal collaborating with teachers to analyze data to ensure continuous instructional and curricular improvements that lead to increased student achievement.

Mr. Kreps stated that the timeline was rolled out in the beginning of August after the District had already set budgets, master schedules, etc. The District has begun the process of addressing the curricular changes required. Mr. Kreps stated that the District will not be phasing in the Common Core State Standards over multiple years but will rather be phased in over a short timeframe. The District should attempt to determine the gaps between existing curriculums and the Common Core.

Mr. Phelan added that the actual dollars that our district received to do this work is very limited. Mr. Phelan stated that part of the RTTT funds received went to the Network Team by regulation, what is left is a couple of thousand each year for the next four years. We need to have a discussion on how to repurpose our resources to accomplish these tasks.

The third deliverable is training to implement new performance evaluations for teachers and evaluators of teachers.

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Ms. DeSa reviewed the Common Core Learning Standards and the Shifts. NAPE (statewide) scores for ELA are showing that students are progressing through the 8th grade and then leveling off. Many students are starting college and requiring remediation courses because they are not ready for college level work. The ELA Shifts will focus on balancing informational and literary texts; more complex works (staircase of complexity). In math, focus will be to develop computational skills and deeper understanding. The international studies have demonstrated that students in high performing countries tend to focus intensely on a few topics in mathematics.

The committee discussed the four keys of data driven instruction.

- Assessments: How do we check and insure that students learn? Interim assessments every 6-8 weeks to see how the students are learning with reassessment built into these assessments.
- Analysis: Analyze student progress. Analysis brings action.
- Action: Match the right strategy at the right time to help students progress.
- Culture:

Mr. Kreps indicated that the vertical teams do not currently engage in a data driven decision making process that is suggested by the state education department. As the District transitions to this model additional professional development will be required in order to ensure fidelity to best practice. Ms. DeSa indicated that most teachers are engaging in assessment but will need to deepen this practice by doing so more intentionally and formatively. Teachers need to look at the score, analyze why the student did not succeed, and reteach lessons to ensure student mastery prior to moving on in the curriculum. Teachers are already reworking lessons based on analysis, but we need to do it intentionally and purposefully.

The Network Team reviewed the NYS Teaching Standards. It is the basis (benchmark) for whatever rubric districts select for teacher evaluation. The ISLLC Standards are the benchmark for administrators. The central focus for administrators is to provide instructional leadership.

Ms. Petrella went over the key elements of Teacher and Principal Effectiveness (Education Law 3012-C). This law is a comprehensive system of multiple measures of effectiveness that includes student growth measures which would result in a single composite score as follows:

- 40% derived from student achievement
 - 20% student growth on State assessments (state responsible to provide this number)
 - 20% student achievement on local measures (measures decided locally)
- 60% derived from non-growth measures locally developed and negotiated consistent with standards prescribed by the Commissioner.
 - SED approved Rubrics (list of approved rubrics located at <http://usny.nysed.gov/rttt/teachers-leaders/home.html>)

Several CDEP team members commented that the 60% measure will be difficult for administrators to manage due to time-constraints. Other options to formal evaluations are walk-throughs, portfolios, surveys or providing evidence based works as part of the evaluation.

A discussion on the items that need to be negotiated regarding the APPR are the appeals process, the improvement plan, procedures related to the 20% locally defined measures of student achievement, and the 60% score as it relates to teacher performance. Lead evaluators need to be certified in order to complete an evaluation according to Commissioner's Regulations. The Board of Education is responsible for ensuring that lead evaluators will be certified.

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Discussion of CDEP and Action Planning:

Mr. Kreps opened the floor for discussion stating that the District will need to make some decisions regarding the SED initiatives outlined by the presenters. The APPR regulations, Common Core State Standards and data driven decision-making require a renewed focus on the structure and process of the CDEP team.

Ms. Van Vlack asked if a curriculum gap analysis has been completed. Mr. Kreps answered that analysis has been initiated but is far from complete. Mr. Davenport suggested that we start moving forward in curriculum, gap analysis and teaching an aligned unit in the second semester. Ms. Hammond-King suggested that we use a parallel process due to the timeline; analyze the gap as we create aligned units.

Ms. Linenbroker asked if the state has a plan for teachers who don't teach courses that lead to an assessment. Mr. Kreps answered that there is a large number of teachers who do not have students of record. There is no clear answer as to whether the 20% state assessment will apply to teachers who teach in non-tested areas. Districts are waiting for guidance from the state.

Ms. Burns stated that time is an issue. The Board of Education supports creativity and innovation in re-thinking how time is spent in the classroom. Ms. Burns also suggested that we have a group of people start thinking about what rubrics will be chosen for APPR.

Mr. Phelan reminded the committee that SED gave the District one and a half weeks to submit its application for RTTT. At the time, we looked at our gaps and gave reasonable targets. We might want to use those targets for the revised CDEP going forward. A short discussion as to whether the committee would like to meet before the February 8, 2012 CDEP meeting to revise the document. It was suggested that we spend a full day rather than multiple days to focus on the Mission, Vision, and Core Values to see if they changed significantly. Most of the focus should be on the plan and what we have to do in curriculum and data driven instruction. Ms. Sexton suggested that perhaps planning should be completed at the building level. Although it seems beneficial to work building by building because the focus and drive for each building is different, there's concern that we will meet together seamlessly at the end. By the end of the discussion, it was decided to allocate a half day in December to have a CDEP meeting to further discuss these matters.

Mr. Kreps reiterated that there's some urgency in coming out with actionable goals. Are we going to develop curriculum like we did before, or go with electronic curriculum or other ideas? We need to identify the non-negotiable goals that will focus District efforts.

Superintendent's Conference Day Planning:

Mr. Kemnitzer suggested that we spend some time on the Superintendent Conference Day in November by working on gap analysis. Ms. VanVlack suggested that we write a game plan for what has to be done with curriculum. Mr. King would like to spend the morning looking at EveryDay Math and do gap analysis. Mr. Kreps added that all District staff will have to attend a 2-hour session on the overview of the Dignity for All Students Act which will become effective July 1, 2012. Mr. Kreps proposed that he work with the principals to develop a plan for that day.

Meeting was adjourned with the understanding that these topics will be further discussed at the next meeting.