

# Comprehensive District Education Planning Meeting Charts

Wednesday, January 7, 2004

## Members Present:

Chantal DeFile, Julie Turpin, Linda Krausz, Sal Guido, Vincent Nugent, Dean Vallas, Jane Ebaugh, Ed Sullivan, Pat Sexton, Maureen Cunningham, Katherine Younger, Nancy Ebel, Laura Sagan, Debra Breger, Mark Famiglietti, Joe Phelan, Marvin Kreps, Tony Celenza, Maureen Cunningham

## Agenda:

- § Welcome and Outcomes
- § Ground Rules and Roles
- § Review of Current CDEP and District Plans
- § Revisit: Vision/Mission/Beliefs/Demographics
- § Priority Hunches
- § Next Steps: Sub-Committees, Schedule, Communication

## Ground Rules:

- § Use as much of the original CDEP as possible
- § Final recommendations to curriculum modifications must be consistent with contractual issues and state law
- § Maintain minutes
- § Ensure an atmosphere of respect, equity, openness, trust, flexibility which allows the opportunity for all voices to be heard.
- § Balance the need to discuss issues with the need to accomplish goals within a reasonable timeline to complete the CDEP process by June 1, 2004.
- § Watch use of acronyms and ask for explanation if needed.
- § One conversation at a time and keep side conversations to a minimum.
- § Sub-committees will provide summary and recommendations to the large committee. All final decisions are made by the large group. Report should include important points of agreement and disagreement.
- § Sub-committees will have at least one experienced member in the CDEP process when possible.

- § Begin and end on time and provide formal breaks.
- § Adhere to communication protocols between sub-committees and large committee
- § Minutes of meeting will be posted on the district website and available in the library.
- § Coach's prerogative
- § Do not work during lunch unless the members agree.
- § Informal breaks as needed.
- § Avoid discussion of individual teachers, staff members, BOE members, parents, students and administrators.
- § Avoid repeating discussion when members are absent or leave early. It is the individual's responsibility to get information. A quorum is required in order to make decisions.

Team Roles:

Leader/Facilitator: Marvin Kreps

- § Communication management
- § Running or starting the meetings
- § Keep focus during the meeting
- § Plan for logistics
- § Knowledge of the CDEP process
- § Maintain ground rules
- § Coordination of information/materials

Record/Keeper: Kathy Younger/Nancy Ebel

- § Keep minutes of all meetings
- § Provide bulleted agenda items and decisions
- § Minutes distributed on a timely basis
- § Maintain attendance sheets

Time Keeper: Vinny Nugent and Linda Krausz

- § Maintain start and end time

§ Asking for time periods

§ Reminders to re-group after breaks

Coach: Celia Dansereau-Rumley

§ Knowledge of the CDEP process to provide the team with directions to progress through the steps

§ Process check

§ Communicate with the facilitators

Review of Current CDEP:

Evidence/Strengths

§ Articulated ELA and Math curricula

§ Articulated AIS plan

§ Math curricula for Math A and B

§ Teachers are familiar with state assessment process

§ Curriculum articulations had flexibility in the development

§ Staff development offerings have been:

1. Differentiated Instruction

2. Graphing Calculators

3. Reading Strategies

§ Pride in the articulation of curriculum and monitoring

§ Implemented standardized testing

§ Data was used in the development of the plan

§ Students have progressed into level 3 and 4 on state assessments

§ CDEP has been the foundation to focus money and energy into productive directions

§ Developed and implemented a K-12 Social Studies Curriculum

§ Completed a draft of the K-12 Science Curriculum

§ Student Achievement goals are close to targets set

§ Profound switch in the types of conversations we have. The organization is learning, growing and moving

§ When the goals are clear, staff roll up their sleeves and work hard

§ Detailed plan for who is responsible for future tasks is required

Vision/Mission/Beliefs

Vision: Goal, Dream, Preferred Future

Mission: District's Committing to action, Identity and Purpose

Beliefs: Core values

§ Use of active language

§ Does mission flow out of vision or does vision flow out of mission

§ Should mention importance of students developing social responsibility and character

§ Broadening the concept of what it means to be a learner

§ Vision/Mission/Beliefs should drive the rest of the CDEP

§ Balance of secular values

§ The specifics should be defined as clearly as possible (mission statement)

§ Clear distinctions between Vision/Mission/Beliefs that will be apparent to any reader

§ Mission statement is the place to assess, plan and defend your actions in a district

§ Skills vs. the development of the student

§ Establish some parameters for the sub-committee

§ Clearly define the purpose of Vision/Mission/Beliefs

§ Should encompass the entire child, not just core academics

§ Keep statements concise and to the point

§ Belief statements are very important to drive actions

§ Should ensure buy-in and stakeholder participation for the Vision/Mission/Beliefs

§ Rigor, relevance, equity, excellence in curriculum for all students

§ This sub-committee should have a balance of all stakeholders

## Priority Hunches

- § Who are the intended users?
- § What is going to be the impact of state guideline changes on the Math curriculum?
- § How can we disseminate our articulated curricula to our families?
- § What are the districts strengths today?
- § How to communicate successes within the community?
- § Should we continue using the Terra Nova test?
- § How do we intend to revisit the Learner Outcomes? How should they be integrated into the three programs?
- § Are teachers implementing writing strategies across the curriculum? How is it being monitored?
- § How do we get buy-in from all stakeholders into professional development?
- § Should on-instructional staff and students be included in this committee?
- § Did we use enough data sources in the previous CDEP?
- § Should instructional materials be considered in future planning? Are the materials we have now current? Does the BOE need to allocate more funding to support acquiring new materials?
- § What do the current data on student performance look like?
- § Can we create a program in which students can excel in a chosen area?
- § Can we include a sub-committee of disenfranchised students for information?
- § What are the responsibilities of parents and students to achieve the goals?
- § How are we going to do all of this?
- § How are we using the resources of our community?
- § Is there an effective monitoring system in place?
- § Next steps for AIS?
- § What do we need to do next to move students from Levels 2 to 3 and 3 to 4?
- § How do we orient new teachers into district fundamentals?
- § How do we compare to similar schools with regard to student achievement?

- § What additional data sources do we use?
- § How do we incorporate NCLB benchmarks into the CDEP?
- § How do we organize, compile and share longitudinal?
- § How do we build capacity to use data at the district, building, and classroom levels?
- § How do we accommodate changing student demographics? ELL, Special Education students
- § How do we use other data sources to assess our strengths? Staff, Community, Parents, Students
- § How will funding changes impact CDEP planning?
- § How can we strengthen monitoring of plan implementation?
- § What is the team's role for character education/social emotional learning, core values?
- § Student Retention, drop outs, new visions, private schools, exiting surveys and returning students
- § Attendance
- § Alternatives for students who do not fit into traditional programs?
- § How to develop data management systems for future use?
- § Is student achievement motivation and work effort consistent with high standards?
- § Do we celebrate diversity?
- § Are our goals and outcomes consistent with the goals of industries and community for future members?
- § Can we consider changes in school process? Scheduling, class size, class management, school day
- § How are the students able to read, write and solve problems? Literacy and thinking skills
- § Do the students feel that they are welcomed/connected into any activity?
- § How do we take care of students who move into our district from other districts, states, and countries?
- § Are our programs aligned to the articulated curriculum? Technology Infrastructure
- § Are we honoring students for who they are?
- § What skills, competencies, and qualities does our staff require in order to achieve our vision/mission/beliefs?
- § Do we know where the towns comprehensive planning is going?

§ Do we have a mechanism to obtain information about new students?

Communication

§ Within the CDEP Team:

Bulleted minutes

E-mail distribution

Plus/Delta

§ Within the Whole Community:

Press release

BOE updates

Building Newsletters

District Website

Faculty Meetings

Sub-Committees: 4-6 people

§ Data Committee: Kathy Younger, Julie Turpin, Ed Sullivan, Nancy Ebel, Marvin Kreps

§ Vision/Mission/Beliefs Committee: Dean Vallas, Laura Sagan, Pat Sexton, Jane Ebaugh, Debra Breger, Marvin Kreps

§ Survey/Perspectival Data Committee: Chantal DeFile, Linda Krausz, Richard Zipp, Marvin Kreps

§ Academic Intervention Services Committee: Nancy Ebel, Vinny Nugent, Sal Guido, Marvin Kreps

§ Annual Professional Performance Review Committee: Dean Vallas, Tony Celenza, Mark Famiglietti, Maureen Cunningham, Debra Breger, Marvin Kreps

§ Public Relations Committee: Pat Sexton, Nancy Ebel, Vinny Nugent, Mark Famiglietti