RHINEBECK CENTRAL SCHOOL DISTRICT

COMPREHENSIVE DISTRICT EDUCATION PLAN

2009-2012

Updated August, 2009

Rhinebeck Central School District
Comprehensive District Education Plan

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Rhinebeck Central School District Comprehensive District Education Plan

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BACKGROUND/DEMOGRAPHICS

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

The Board of Education acknowledges the involvement, participation and contributions of the following
Stake holder representatives in the development of this Comprehensive District Education Plan (CDEP):

Staff Representatives: Susan VanVlack (Middle School Computer Teacher, RTA President), Katelin Grande (High School English/Language Arts Teacher), Jennifer Hammond-King (Elementary School Reading Teacher), Kathy Younger (Elementary School Teacher), Shaun Ramsey (Elementary School Teacher), Bonnie Murphy (ANIE Representative)

Parent representatives: Patricia Sexton, Cindy Ping

Board of Education: Deirdre Burns

Administration representatives: Joseph Phelan (Superintendent of Schools), Edwin Davenport, (High School Principal), John Kemnitzer, (Middle School Principal), Brett King (Elementary Principal), Jane Ebaugh, (Director of Special Programs), Marvin Kreps (Director of Curriculum and Instruction)

The Board would also like to recognize the involvement of the teachers, administrators, parents and community members
who provided ongoing review of the CDEP process and product.

MISSION STATEMENT

The Rhinebeck Central School District is an educational community that provides an excellent learning environment and is dedicated to the development of every student's generosity of spirit, passion for learning, and ultimate success.

VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with courageous programming consistent with State Standards and mindful of best learning practices. Each student enjoys an enriching experience while mastering the skills and knowledge to reach his or her maximum potential. We educate our students to become self-directed learners, complex thinkers, collaborative workers, quality producers, community contributors, and ethical decision-makers.

CORE VALUES

Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires appropriate facilities, equipment, and materials
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions. Adults model this process.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Student Achievement:** Continuous growth and improvement occur when there is use of best practices, an articulated/ aligned curriculum and pertinent data.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

DISTRICT STATEMENT

THE RHINEBECK CENTRAL SCHOOL DISTRICT

The Rhinebeck Central School District has an enrollment of 1187 students. Rhinebeck High School, built in 1953, serves grades 9 through 12 with an enrollment of 396 students. Portions of the high school were renovated in 1980 and in 1997. The Bulkeley Middle School, erected in 1997, with an enrollment of 273 students in grades 6 through 8. The middle school and the high school are housed in the same building and share certain facilities. Chancellor Livingston Elementary School, constructed in 1966, has an enrollment of 518 students in grades K-5. During the 2006-2007 school year, the District completed a major capital improvement project. This project involved significant new construction and renovation at the elementary, middle and high school sites designed to enhance the District's capacity to deliver high quality academic, athletic, and arts programs.

The Rhinebeck Central School District's students, parents, and community are served by a staff of 9 administrators, 114 teachers, and 74 non-instructional staff members. Rhinebeck students enjoy a sound academic education with a variety of support services for those who need extra assistance to meet and surpass the requirements of the New York State Core Learning Standards. Students are offered a wide variety of extracurricular, co-curricular and athletic activities.

The Rhinebeck Central School District is an educational community that challenges each child to learn for a lifetime and provides programs at all levels that are designed to ensure that students learn in a caring and nurturing environment. Chancellor Livingston Elementary School, Bulkeley Middle School and Rhinebeck High School are small, student-centered schools whose staff is continually examining its practices for the purpose of improving student achievement. The District makes effective use of Comprehensive District Educational Planning to ensure full stakeholder participation in the continuous improvement process.

Over ninety percent of Rhinebeck graduates go on to two or four year colleges. The District prides itself on its overall high academic performance and the success of its graduates in meeting the District's learner outcomes by becoming self-directed learners, collaborative workers, complex thinkers, community contributors, quality producers, and ethical decision-makers. The Rhinebeck Central School District was recognized in 2006-2007 school year as a high performing and gap closing school district by the State Education Department. ***Rhinebeck High School was recognized as a nationally top ranked high school by Newsweek Magazine's "Challenge Index".***   The District and School Report Cards are available through a link on the District's web site (www.rhinebeckcsd.org) or upon request.

THE RHINEBECK COMMUNITY

The Rhinebeck Central School District is located 90 miles north of New York City in northern Dutchess County in the heart of the mid-Hudson Valley. Founded in 1686, Rhinebeck's outstanding scenic surroundings, independent businesses and its place in American history are appreciated and supported by a thriving, involved community. Rhinebeck enjoys a bustling town center boasting several top rated restaurants, charming bed & breakfast accommodations and a variety of shops, merchants and entertainment venues.

The school District encompasses approximately 65 square miles and serves a population of (12,000+). The District includes several communities: Rhinebeck Village and Town, Hamlet of Rhinecliff, and portions of the Towns of Clinton, Milan, Stanford, Red Hook and Hyde Park.

Our community benefits from the wide range of educational and recreational opportunities that abound in the region. The Rhinebeck Community Center houses the Starr Library and our public recreational complex consisting of an outdoor swimming pool, lighted tennis courts, playground and baseball field. Plans for expansion of the site are underway. In nearby Rhinecliff, the Morton Library and public access to the Hudson River can be found. Rhinebeck offers Little League baseball, softball, youth soccer and basketball, as well as music, arts and recreational camps. The Dutchess County Fairgrounds hosts the annual county fair and other popular events.

The performing arts are available year round at The Center for Performing Arts at Rhinebeck, The Fisher Center at Bard College (designed by Frank Gehry) and The Bardavon. A myriad of cultural experiences can also be shared at our area's many institutes of higher learning including Bard College, Vassar College, Marist College, Culinary Institute of America (CIA), Dutchess Community College, SUNY New Paltz, Ulster Community College, SUNY Albany and The U.S. Military Academy at West Point.

Outdoor activities including boating, fishing, hiking, biking, skiing and nature walks can be enjoyed in the splendor of the Hudson River and Tivoli Bays, the nearby Catskill Mountains, local rail trails and scenic preserves such as Burger Hill and Poet's Walk. History is alive at the homes of notable American politicians, business magnates and famous families, including the Franklin D. Roosevelt Home and Library, Montgomery Place, The Mills Mansion, Wilderstein, Locust Grove (Samuel Morse) and the Vanderbilt Mansion.

The District can be easily accessed by a network of major highways, including the New York State Thruway (I-87), the scenic Taconic State Parkway and the north-south Route 9. Commuter transportation can be found at local train stations, Amtrak and Metro North, with service to New York City and points north. Major airports are located at Newburg and Albany.

Our schools enjoy a meaningful relationship with our community. The nature of our small town allows our local businesses, artists and residents to interact with our students on a daily basis to help them learn to become active, contributing members of society. Through field trips, fundraisers, community service, artists in residence programs, after school activities and employment opportunities, our young people take full advantage of what Rhinebeck has to offer. They learn first-hand why it is important to examine the past, respect and preserve nature, and work with others to move forward with energy and independence.

DATA ANALYSIS

1. **Checklist of Data Used**

x	School Report Card
	New York: The State of Learning (Chapter 655 Report)
x	BEDS Data (Racial and Ethnic Origin and Socioeconomic status)
x	The CIR Report
x	Attendance Rates
x	Graduation and Drop-Out rates
x	Special Populations, LEP, Individuals with Disabilities, Homeless
**	**Teacher/Student ratios **This data resource may be used as a reference for future reports.**
x	Number of Highly Qualified Teachers
x	Student and Community Ethnic Data
x	Dominant Languages
**	**Employment Rates **This data resource may be used as a reference for future reports.**
x	Enrollments
**	**Immigration Patterns **This data resource may be used as a reference for future reports.**
x	Longitudinal Data
**	**Major Employers **This data resource may be used as a reference for future reports.**
**	**Makeup of Tax Base **This data resource may be used as a reference for future reports.**
x	Grades 3-8 Math and English Language Arts data (2006-present)
x	Academic Intervention Data
x	NYS Science Assessments Grades 4 and 8
x	NYS Social Studies Assessments in Grades 5 and 8
x	NYS Math Assessments in Grades 4 and 8 (2001-2005; sorted by Key Idea)
x	NYS ELA Assessments in Grades 4 and 8 (2001-2005)
x	NYS Regents Exam Results
x	Terra Nova Results in Language, Reading and Math (Grade 2)
x	Suspension and detention data

2. **Assessment of State and local standards:** As part of the Rhinebeck Central School District's assessment of the State Standards, the District engaged in a review of recent and past State assessment results in English Language Arts (ELA), Math, Science and Social Studies. RCSD continues to maintain the requirements for designation as a District/ School in Good Standing. The results of the State assessments indicate that the District strives to improve Math, ELA, Science and Social Studies test scores in order to meet the goal of 100% proficiency as required by No Child Left Behind (NCLB). The District priorities are based on these evaluations. This analysis was cross-referenced with student attendance and discipline data, special education population information, graduation rates, drop out rates, and student ethnic data.

3. **Data analysis - How the data were used:** In all cases of ELA, Math, Science and Social Studies assessment analysis, levels 1, 2, 3 and 4 were disaggregated by gender, special needs, ethnicity, Limited English Proficiency status and income. Rhinebeck's information was also compared to similar schools statewide and to other Districts within Dutchess County. The following questions were posed and answered: What strengths do the data suggest? What concerns do the data suggest? What questions do the data raise? What other information do we need in order to determine the root cause of the gaps and to identify antecedents of success?

Overview of Data

The 2008-09 Mathematics data demonstrated the following levels of proficiency for grades 3-8

Proficiency Totals All Students	General Education Only	Special Education Only
Grade 3: 82 students/96%	75 students/99%	7 students/71%
Grade 4: 92 students/88%	78 students/99%	14 students/29%
Grade 5: 97 students/91%	87 students/95%	10 students/50%
Grade 6: 85 students/95%	68 students/97%	17 students/88%
Grade 7: 99 students/92%	84 students/100%	15 students/47%
Grade 8: 99 students/92%	84 students/100%	15 students/47%

The Mathematics A data demonstrated that in 2008-09, 98% of the students tested scored in the proficient range. The Mathematics B data demonstrated that in 2008-09, 78% of the students tested scored in the proficient range. The Integrated Algebra I data demonstrated that in 2008-09, 97% of students tested scored in the proficient range.

The 2008-09 ELA data demonstrated the following levels of proficiency for grades 3-8:

Proficiency Totals All Students	General Education Only	Special Education Only
Grade 3: 81 students/85%	74 students/91%	7 students/29%
Grade 4: 92 students/78%	78 students/91%	14 students/7%
Grade 5: 98 students/94%	88 students/98%	10 students/60%
Grade 6: 85 students/93%	68 students/97%	17 students/76%
Grade 7: 101 students/89%	86 students/98%	15 students/40%
Grade 8: 98 students/81%	83 students/94%	15 students/7%

The Comprehensive English Regents data demonstrated that in 2008-09, 98% students tested scored in the proficient range.

The Science Grade 4 data demonstrated that in 2008-09, 95% of the students tested scored in the proficient range. The Science Grade 8 data demonstrated that in 2008-09, 92% of the students tested scored in the proficient range. In 2008-09, 88% of the students achieved a passing score on the Earth Science Regents, 96% passing the Living Environment Regents, 90% passing the Chemistry Regents, and 95% of the students achieved a passing score on the Physics Regents Exam.

The Social Studies Grade 5 data demonstrated that in 2008-09, 94% of the students tested scored in the proficient range. The Social Studies Grade 8 data demonstrated that in 2008-09, 91% of the students tested scored in the proficient range. In 2008-09, 92% of the students achieved a passing score on the Global Regents and 94% passing the American History Regents Exam. (For additional student achievement data, see data appendix)

The data demonstrates that 91% of students earning a High School diploma in 2008 earned a Regents Diploma and 40% of the students earning a High School diploma earned Regents Diploma with Advanced Designation. The data demonstrates that the graduation rate at Rhinebeck High School for 2008 was 89%. The data demonstrates that 0% of students transferred to a GED program and 11% did not meet graduation requirements within four years.

Qualitative data collected via teacher's informal reports indicate that students who score in the "below proficient" range submit poor quality work products or fail to turn in work on a timely basis. It is conjectured that students who do not score in the "proficient range" on state exams have greater attendance, behavior, and academic difficulties as compared to students who score in the proficient range. In addition, it is conjectured that these students lack the skills and stamina to be successful on standardized achievement tests. More data needs to be collected to demonstrate the accuracy of these assumptions.

DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

- A professional collegial focus on student education exists district-wide.
- Every classroom has internet access, and technology is integrated with the core academic curriculum within the classroom setting.
- The faculty and administration communicate well with parents.
- The District has articulated/aligned K-12 Math, English Language Arts, Science, Social Studies and Visual Arts curricula.
- Opportunities and offerings for students to participate in activities offered outside the school day have been expanded.
- Computerized period by period attendance tracking and electronic grading are utilized by staff at the middle school and high school level.
- Class work and homework are made available when students are absent.
- A well-defined attendance policy is in place.
- Student data management using computerized software has been updated and brought into compliance with SED data reporting requirements.
- A wide variety of assessment tools are used to evaluate student performance.
- Student achievement consistently compares favorably with area school districts.
- Communication between special education and regular education teachers is exceptional.
- The staff demonstrates a willingness to assist students
- Additional after school assistance for English Language Learners in the elementary school is provided by Young Rhinebeck and local college students.
- Non-academic student support services have been expanded.
- Special Education procedures facilitate effective communication and monitoring of student needs and progress.
- Library/information services have been expanded to include on-line peer-reviewed databases and electronic circulation sources.
- Teachers are afforded the opportunity to determine the focus of staff development.
- Teachers are afforded the opportunity for individual professional development.
- Individual student expositions occur in grades 5, 7 and High School.
- Middle/High School developmental guidance program supports education and post-high school planning.
- A wide variety of Advanced Placement and college courses are available.
- All students are trained in CPR & AED at the high school.
- A community service program has been implemented at the high school.
- Extensive early intervention assessments are conducted in reading, writing and math.
- The District has established a collaborative relationship with the town government.
- The District has recently upgraded facilities to include additional instructional space, gymnasium, athletic fields, and auditorium.
- Numerous Arts-In-Education programs are available to students.
- Faculty secure grants to support curricular enhancement.
- Several faculty members are pursuing National Board Certification.
- The District has developed a coordinated system to deliver an array of appropriate student support services.

DISTRICT NEEDS/AREAS FOR IMPROVEMENT

Long Term Goal	Root Cause	Rationale
1. 100% of the District's students will demonstrate annual growth, and they will score proficient or higher by the end of the 2013-2014 school year as measured by New York State Assessments at all levels in Mathematics, English Language Arts, Science and Social Studies.	▪ Lack of AIS, monitoring, articulation and alignment both vertically and with classroom instruction and timely data. ▪ Lack of appropriate evaluation strategies to identify students in need of intervention earlier in the school year. There are too few options for providing services for students. ▪ District Prioritized Curricula not fully implemented, fully resourced and continuously assessed. Best practice materials need to be supplied to classrooms to ensure alignment. ▪ Lack of opportunity to identify and share internal best practice ▪ Lack of time for professional development to support implementation of best practice instructional planning, delivery, assessment and opportunity for teachers to collaboratively meet within each academic discipline. ▪ Lack of time on task during first teaching due to pull out support services and limited instructional time during the school day. ▪ Lack of a growth model that measures individual student annual academic progress.	▪ NY State test results and other important data are not provided to the District in a timely manner. Students who are at risk to score below proficient require curriculum and instruction consistency. Timely and pertinent data to the appropriate faculty is required and greater array of programmatic options are required. (Academic Intervention Services) ▪ The District has articulated and aligned curricula in all four core academic areas. It is critical that the District implement and continuously evaluate the ELA, Mathematics, Science, and Social Studies curricula to ensure that students meet the New York State Learning Standards in all academic areas. ▪ Current professional development has improved and become more targeted but remains inconsistent and untargeted for some instructors. (Professional Development Plan) ▪ Teachers need time to meet, learn and share best practices and collaborate. (Professional Development Plan)
2. The District will develop a positive and safe learning community that will keep students and staff engaged and connected in meaningful ways to help all students achieve their full potential.	▪ Lack of coordinated system to deliver an array of appropriate student support services. ▪ Lack of articulated and aligned curricula in the Physical Education, LOTE, Music, and Technology. ▪ There is excessive absenteeism and/or tardiness to school on the part of a number of students. ▪ Lack of coordinated effort to improve District communication internally and externally. ▪ Lack of robust parent involvement at all levels.	▪ In order for students to achieve academically their social-emotional needs must be met. ▪ Many students are successful in academic areas other than the four core academic areas. (Professional Development Plan) ▪ Professional Development needs to support the goal of encouraging students to develop pro-social and ethical behavior. (Professional Development Plan) ▪ A more coordinated efficient system needs to be in place to monitor student attendance. ▪ Effective communication and parental involvement correlate with student achievement.

Implementation Plan
Goal # 1

Long Term Goal: 100% of the District's students will demonstrate annual growth, and they will score proficient or higher by the end of the 2013-2014 school year as measured by New York State Assessments at all levels in Mathematics, English Language Arts, Science and Social Studies.

As Is:
- The 2008-09 Mathematics data demonstrated the following levels of proficiency:
  Grade 3 - 96%, Grade 4 - 88%, Grade 5 - 91%, Grade 6 - 95%, Grade 7 - 92%, and Grade 8 - 92%. The Mathematics A data demonstrated that in 2008-09, 98% of the students tested scored in the proficient range. The Mathematics B data demonstrated that in 2008-09, 78% of the students tested scored in the proficient range.

- The 2008-09 ELA data demonstrated the following levels of proficiency:
  Grade 3 - 85%, Grade 4 - 78%, Grade 5 - 94%, Grade 6 - 93%, Grade 7 - 89%, and Grade 8 - 81%. The Comprehensive English Regents data demonstrated that in 2008-09, 98% of the students tested scored in the proficient range.

- The Science Grade 4 data demonstrated that in 2008-09, 95% of the students tested scored in the proficient range. The Science Grade 8 data demonstrated that in 2008-09, 92% of the students tested scored in the proficient range. In 2008-09, 88% of the students achieved a passing score on the Earth Science Regents, 96% passing the Living Environment Regents, 90% passing the Chemistry Regents, and 95% of the students achieved a passing score on the Physics Regents Exam.

- The Social Studies Grade 5 data demonstrated that in 2008-09, 94% of the students tested scored in the proficient range. The Social Studies Grade 8 data demonstrated that in 2008-09, 91% of the students tested scored in the proficient range. In 2008-09, 92% of the students achieved a passing score on the Global Regents and 94% passing the American History Regents Exam. (For additional student achievement data, see data appendix)

Desired State:
The District goal is to have 100% of students demonstrate annual growth and, they will score in the proficient range or higher on New York State Assessments at all levels in Mathematics, English Language Arts, Science and Social Studies by the 2013-2014 school year.

Objectives:
- The District will continue to develop an effective and efficient student achievement data management system.
- The District will provide professional development that supports the best practice implementation of the District curricula.
- The District will improve the efficiency and effectiveness of the Academic Intervention Services program.
- The District will develop and implement strategies to support more students to score in the level four range and earn a Regents Diploma with Advanced Designation.
- The District will develop and implement strategies to support Special Education students as they work toward meeting state standards.
- The District will research and identify annual growth models that measure individual student academic progress.
- The District will study the effectiveness and feasibility of developing an individual student profile.
- The District will develop a process to identify students who are at risk to not complete high school within four years.
- The District will explore the feasibility, effectiveness and utility of developing an alumni tracking system.

Annual Goals:

- The District annual goal for Math grades 3-5 is to progress from an average of 92% proficient in 2008-09 to an average of 94% proficient in 2009-10.
- The District annual goal for Students with Disabilities Math grades 3-5 is to progress from an average of 50% proficient in 2008-09 to an average of 60% in 2009-10.
- The District annual goal for Math grades 3-5 is to progress from an average of 34% of students scoring level 4 in 2008-09 to an average of 40% in 2009-10
- The District annual goal for Math grades 6-8 is to progress from an average of 92% proficient in 2008-09 to an average of 94% proficient in 2009-10.
- The District annual goal for Students with Disabilities Math grades 6-8 is to progress from an average of 61% proficient in 2008-09 to an average of 69% proficient in 2009-10.
- The District annual goal for Math grades 6-8 is to progress from an average of 43% of students scoring level 4 in 2008-09 to an average of 40% in 2009-10.
- The District annual goal for the Integrated Algebra I Regents is to have 98% of students score in the proficient range or better.
- The District annual goal for ELA grades 3-5 is to progress from an average of 86% proficient in 2008-09 to an average of 89% proficient in 2009-10.
- The District annual goal for Students with Disabilities ELA grades 3-5 is to progress from an average of 32% proficient in 2008-09 to an average of 46% proficient in 2009-10.
- The District annual goal for ELA grades 3-5 is to progress from an average of 15% of students scoring level 4 to an average of 17% in 2009-10.
- The District annual goal for ELA grades 6-8 is to progress from an average of 88% proficient in 2008-09 to an average of 90% proficient in 2009-10.
- The District annual goal for Students with Disabilities ELA grades 6-8 is to progress from an average of 41% proficient in 2008-09 to an average of 53% proficient in 2009-10.
- The District annual goal for ELA grades 6-8 is to progress from an average of 6% of students scoring level 4 to an average of 17% in 2009-10.
- The District annual goal for the English Language Arts Regents is to progress from 98% of students scoring proficient in 2008-09 to 100% students scoring proficient in 2010.
- The District annual goal for Social Studies grade 5 is to progress from 94% proficient in 2008-09 to 95% proficient in 2009-10.
- The District annual goal for Social Studies grade 8 is to progress from 91% proficient in 2008-09 to 93% proficient in 2009-10.
- The District annual goal for the Global History Regents is to progress from 92% of students scoring proficient in 2008-09 to 100% scoring proficient in 2010.
- The District annual goal for the American History Regents is to progress from 94% of students scoring proficient in 2008-09 to 100% scoring proficient in 2010.
- The District annual goal for Science grade 4 is to progress from 95% proficient in 2008-09 to 96% proficient in 2009-10.
- The District annual goal for Science grade 8 is to progress from 92% proficient in 2008-09 to 94% proficient in 2009-10.
- The District annual goal for the Earth Science Regents is to progress from 88% of students scoring proficient in 2008-09 to 100% scoring proficient in 2009-10.
- The District annual goal for the Living Environment Regents is to progress from 96% of students scoring proficient in 2008-09 to 100% scoring proficient in 2009-10.
- The District annual goal for the Physics Regents is to progress from 95% of students scoring proficient in 2008-09 to 100% scoring proficient in 2009-10.
- The District annual goal for the Chemistry Regents is to progress from 90% of students scoring proficient in 2008-09 to 100% scoring proficient in 2009-10.
- The District annual goal for all Regents exams is to increase the percentage of students scoring 85% or better to 59% proficient in 2009-10.

ANNUAL GOALS

2009-2010

DESCRIPTION OF GOAL	2008-2009	2009-2010
Math Grades 3-5 - Average	92% Proficient	94% Proficient
Students with Disabilities-Math Grades 3-5 - Average	50% Proficient	60% Proficient
Math Grades 3-5 - Average	34% Students Scoring Level 4	40% Students Scoring Level 4
Math Grades 6-8 - Average	92% Proficient	94% Proficient
Students with Disabilities-Math Grades 6-8 - Average	61% Proficient	69% Proficient
Math Grades 6-8 - Average	43% Students Scoring Level 4	40% Students Scoring Level 4
Integrated Algebra I Regents	97% Proficient or Better	98% Proficient
ELA Grades 3-5 - Average	86% Proficient	89% Proficient
Students with Disabilities-ELA Grades 3-5	32% Proficient	46% Proficient
ELA Grades 3-5 - Average	15% Students Scoring Level 4	17% Students Scoring Level 4
ELA Grades 6-8 - Average	88% Proficient	90% Proficient
Students with Disabilities-ELA Grades 6-8 - Average	41% Proficient	53% Proficient
ELA Grades 6-8 - Average	6% Students Scoring Level 4	17% Students Scoring Level 4
ELA Regents	98% Students Proficient	100% Proficient
Social Studies Grade 5	94% Proficient	95% Proficient
Social Studies Grade 8	91% Proficient	93% Proficient
Global History Regents	92% Proficient	100% Proficient
American History Regents	94% Proficient	100% Proficient
Science Grade 4	95% Proficient	96% Proficient
Science Grade 8	92% Proficient	94% Proficient
Earth Science Regents	88% Proficient	100% Proficient
Living Environment Regents	96% Proficient	100% Proficient
Physics Regents	95% Proficient	100% Proficient
Chemistry Regents	90% Proficient	100% Proficient
Percent of students scoring 85% or better All Regents Exams	49% Mastery	59% Proficient

CDEP GOAL ACTIVITIES
GOAL # 1

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Data: The District will utilize the student data management system by analyzing and disseminating student achievement data in a timely fashion to the appropriate persons. This data will be utilized for purposes of program, curriculum and instructional improvement.	9/09	1/10	TBD	RCSD Faculty and Admin.	Dir. of Curr. Data Admin. Bldg. Principals Dir. of Special Education Grade Level Chairs Team Leaders Department Chairs	Title Grants Gen. Fund		Accessible reports to staff Identification of data sources and needs. Teachers meeting around data to plan for students.	Students meet growth and proficiency targets.	6/10	
The District will ensure that the Vertical Teams will have full stakeholder participation and will meet at least quarterly for the purpose of using data to make curriculum, instruction, assessment, school process, and professional development recommendations in a timely fashion.	9/09	quarterly	TBD	TBD	Dir. Of Curr. Administration CDEP Team RTA	Title Grants Gen. Fund		Meetings held and recommend-ations made in a timely fashion.	Students meet growth and proficiency targets.	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Professional Development: The District will provide Everyday Mathematics professional development for Leaders, Experienced Users, and New Users.	9/09	1/10	TBD	CLS Faculty	CLS Principal Dir. Of Curr.	Gen. Fund Title Grants		Faculty will complete training	Students meet proficiency and growth targets	6/10	
The District will provide professional development for faculty in Reading and Writing across the curriculum. (AUSSIE Consultants and Institutes)	9/09	1/10	TBD	Teachers of ELA	Dir. Of Curr. Principals Faculty	Gen. Fund Title Grants		Faculty attends the workshops and implement strategies in classrooms	Students meet proficiency and growth targets	6/10	
The District will annually administer the Professional Development Needs Assessment tool to determine faculty professional development needs.	5/09	6/09	N/A	RCSD Admin., Faculty and Staff	Dir. of Curr. Administration Faculty and Staff	Gen. Fund Title Grants		All faculty complete instrument and data utilized to plan Professional Development.	Students meet proficiency and growth targets	6/09	
The District will provide professional development to identify and share internal best practice.	9/09	6/10	TBD	RCSD Admin., Faculty and Staff	Dir. of Curr. Administration Faculty and Staff	Gen. Fund Title Grants		Faculty participate in collegial sharing of internal best practice.	Students meet proficiency and growth targets	6/10	
The District will develop an interdisciplinary K-12 higher order critical thinking and study skills curriculum that is integrated into all disciplines that clearly articulates what students will securely know and be able to do at each grade level.	9/09	1/10	TBD	TBD	Dir. of Curr. Administration Faculty	Gen. Fund		Draft Document developed and distributed to teachers.	Students meet proficiency and growth targets	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives	Date		# Hours	# of Staff to be trained	Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Professional Development: The District will continue to support a Differentiated Instruction project to align instruction and assessment with District curricula, identify best practice by discipline, and provide job embedded professional development throughout the school year.	9/09	1/10	TBD	RCSD faculty	Dir. of Curr. Dr. Dee Burlinghoff, Mount St. Mary College Principals Dir. Special Ed. RCSD Faculty	Title Grants, Gen. Fund		Faculty develop, implement, and evaluate differentiated lessons.	Meet proficiency and growth targets	6/10	
The District will send a team to visit Model schools to identify best practice in the field	9/09	1/10	TBD	TBD	TBD	TBD		TBD	TBD	6/10	
The District will create a professional development library for all faculty and staff.	9/09	1/10	TBD	TBD	Dir. of Curr. Dir. of Special Ed.	Title Grants Gen. Fund		PD Material available to faculty, staff and administration	N/A	6/10	
The District will provide professional development that supports the infusion of technology into instructional planning and delivery across all disciplines. (See Technology Plan)	9/09	1/10	TBD	TBD	Technology coordinators Dir. of Curr. Administration	Title Grants Gen. Fund		Faculty attend Tech. PD	Students meet growth and proficiency targets.	6/10	
The District will provide professional development to support New Teacher mentor program. (District mentor program)	8/09	1/10	TBD	TBD	Administration	Title Grants Gen. Fund		PD hours logged into My Learning Plan.com	N/A	6/10	
The District will provide professional development for newly certified teachers to satisfy New York State's 175 hour professional development requirement. Opportunities for professional development include: ▪ Monthly staff meetings ▪ Superintendent conferences ▪ Mentoring Program ▪ Mid-Hudson Teacher Center	9/09	1/10	TBD	TBD	Administration	Title Grants Gen. Fund		Teacher Portfolios	N/A	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
SS #1: The District will finalize the development of a plan to ensure that no less than the equivalent of 30 minutes per day be allocated in the schedule for the direct instruction of Social Studies in the elementary school, and that opportunities to integrate social studies content and skills with the teaching of English language arts should be planned. In order to achieve this objective, the elementary school schedule analysis and recommendations needs to be concluded.	9/09	1/10	TBD	TBD	Dir. of Curr. Principal, CLS	Gen. Fund Title Grants		Recommendations to the CDEP Team and time scheduled for faculty to meet.	Students meet growth and proficiency targets.	6/10	
SS #2: The District will allocate time for teachers to collaborate and develop grade-level specific resources that support the teaching of social studies. Resources will include: ▪ grade-level vocabulary ▪ analysis of state benchmark assessments developmentally appropriate text and visual media resources, unit, lesson plans, and assessments that are aligned with District curriculum	9/09	1/10	TBD	TBD	Dir. of Curr. Social Studies Vertical Team CDEP Committee RCSD Teachers Principals	Gen. Fund Title Grants		Meetings scheduled and documents completed and implemented	Students meet growth and proficiency targets.	6/10	
SS #3: The District will review, update, and revise the K-12 Social Studies Curriculum incorporating 21st Century skills and knowledge.	6/10	9/10	TBD	TBD	Dir. of Curr. Social Studies Vertical Team CDEP Committee RCSD Teachers Principals	Gen. Fund Title Grants		Meetings scheduled and documents completed and implemented	Students meet growth and proficiency targets.	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
AIS #1: The District will ensure that more effective and efficient coordination of the K-12 AIS program will be instituted by implementing the following: ▪ A person/s should be assigned to monitor and coordinate the K-12 AIS program ▪ RTI-M Software should be fully implemented 6-12 ▪ A more careful analysis of the root causes of student academic difficulties will be accomplished by a committee of administration and faculty from CLS, BMS, and RHS	9/09	1/10	TBD	TBD	TBD	Pending BOE approval through budget process: Gen. Fund Title Grants		Person appointed Coordination begins Student Information entered into AISM	Students effectively monitored	6/10	
AIS #2: The District will ensure that the Academic Intervention Services vertical team will study best practices, make recommendations, and provide coordination for operation of the K-12 A.I.S. program and make recommendations for improving the District's Academic Intervention Program.	9/09	1/10	TBD	TBD	Principals Dir. of Curr., AIS providers AIS Vertical Team	Title Grants Gen. Fund		Data reports available to AIS providers	Students meet growth and proficiency requirements	6/10	
AIS #3: The District will ensure that the AIS Reading teachers in the Middle School and the High School will be supplied with the materials needed to meet the needs of students eligible for services.	9/09	1/10	TBD	TBD	Principals Dir of Curr.	Title Grants Gen. Fund		Materials identified and ordered	Students meet growth and proficiency requirements	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
AIS #4: The District will monitor the effectiveness of the recently acquired Jamestown Reading Navigator computer software that supports the District curricula and is aligned with the New York State assessments.	9/09	1/10	TBD	TBD	Dir. Curr. Principals CDEP Team AIS Vertical Team	Gen. Fund, Title Grants: I, IIA, V, 611		Software available to AIS providers	Students meet growth and proficiency targets	2/10	

AIS #5: The District will research and determine the feasibility and effectiveness of the provision of services through the following suggestions:
▪ The District needs to more clearly define what is meant by monitoring a student
▪ Consider effectiveness of two levels of AIS:
  - One for homework and study skills (structured study hall)
  - One for addressing skill deficiencies and remediation
▪ Consideration should be given to appropriate use of both heterogeneous grouping and ability grouping depending upon the need of the students.
▪ AIS services need to include components that address the needs of the whole child.
▪ The District should consider developing programs that offer extra help to eligible students outside the school day.
▪ Before and after school programs, e.g. before/after school programs in 2007-2008 budget should be implemented.
▪ Summer Institutes at important transition points should be considered.
  - Transition from 5th to 6th grade. (Preparation for the demands of middle school)
  - Transition from 1st to 2nd grade. (Reading)
	9/09	1/10	TBD	TBD	Dir Curr. Principals CDEP Team AIS Vertical Team	Pending BOE approval through budget process: Gen. Fund, Title Grants		Thorough analysis of existing program/ needs assessment
								
								 Report to BOE and CDEP Committee with recommend
									Students meet growth and proficiency targets	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources			Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities		Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
AIS #6: The District will ensure that all students who are at risk or who have scored below proficient on a state test will receive the appropriate AIS service. The District will review and improve and process criteria for students to test out of AIS once the service has been delivered. The District will continue to administer a standardized assessment at grades 2 and 9 to ensure that eligible students receive extra help. If a norm-referenced assessment is selected, the cut point for entry into AIS should be equal to the standard score cut point for proficient on the state benchmark assessment.	9/09	1/10	TBD	TBD	Principals AIS providers AIS Vertical Team Dir. of Curr	Gen. Funds Title Grants			TBD	Students meet growth and proficiency targets	6/10	
AIS #7: The District will continue to conduct a thorough analysis and evaluation of the existing K-12 AIS plan in light of the SED requirement to adopt a Response To Intervention model of service delivery to determine if there are gaps between the existing AIS plan and SED policy and regulation regarding Response to Intervention. If gaps are identified, strategies will be developed to ensure plan compliance.	9/09	1/10	TBD	TBD	AIS Vertical Team Principals CDEP Team Dir. of Curr.	Gen. Funds Title Grants			TBD	TBD	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
ELA #1: The District will ensure that classroom instruction, materials and assessments at each grade level in English Language Arts will be fully aligned with NYSED ELA Core curriculum and classrooms will be fully resourced to support the reader's and writer's workshop model.	9/09	1/10	TBD	RCSD Teachers of ELA	Dir. of Curr. Principals CDEP Committee ELA Vertical Team Superintendent Business Administrator BOE	Gen. Fund Title Grants		100% of teachers participate in curriculum development and implement at the instructional level	Students meet growth and proficiency targets	6/10	
ELA #2: The District will ensure that each classroom and grade level will develop a consistent method to track student acquisition of the ELA skills commensurate with that grade level. Literacy folder developed in the elementary school will follow the students to the middle school.	9/09	1/10	TBD	RCSD Teachers of ELA	Dir. of Curr., Principals, CDEP Committee, ELA Vertical Team, Superintendent, Business Administrator, BOE	Gen. Fund Title Grants		Faculty participate in development, implementation, and utilization of Instrument	Students meet growth and proficiency targets	6/10	
ELA #3: The District will provide professional development by AUSSIE consultants in research-based best practice to faculty responsible for teaching ELA skills. The first teaching of reading and writing will be fully aligned with research-based best practice.	9/09	1/10	TBD	RCSD Teachers of ELA	Dir. of Curr. Principals CDEP Committee ELA Vertical Team Superintendent Business Administrator BOE	Gen. Fund Title Grants		100% of teachers Attend Professional Development, and implement at Instructional Level	Students meet growth and proficiency targets	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
ELA #4: The District will analyze the results of state assessments and use these data to make adjustments in the ELA curriculum. This type of data-driven decision-making will include as many faculty who teach ELA as possible to grade and error-code the exams. Trend analysis of strengths and weaknesses of the curriculum should be completed by the teachers in conjunction with the Director of Curriculum and Instruction. The team will consist of teachers from the following grade levels: (K-4, 5-8, 9-12)	9/09	1/10	TBD	RCSD Teachers of ELA	Dir. of Curr. Principals CDEP Committee ELA Vertical Team Superintendent Business Admin. BOE	Gen. Fund Title Grants		Data analysis completed Instruction adjusted accordingly	Students meet growth and proficiency targets	9/10	
ELA #5: The District will conduct a thorough analysis of the elementary school master schedule and generate a plan that will ensure the following: ▪ Maximize uninterrupted academic learning time in first teaching of ELA. Time for elementary and middle school teachers to meet both horizontally and vertically to make data-driven decisions, adjust instruction, develop curriculum, and analyze student work.	9/09	1/10	TBD	TBD	CLS Principal Dir. of Curr. ELA Vertical Team	Gen. Fund Title Grants		Schedule changes implemented	Students meet growth and proficiency targets	6/10	
ELA #6: The District will articulate and align K-12 ELA Curriculum with revised NYSED Core Curriculum incorporating 21st Century Skills/Knowledge.	9/09	1/10	TBD	TBD	CLS Principal Dir. of Curr. ELA Vertical Team	Gen. Fund Title Grants		Schedule changes implemented	Students meet growth and proficiency targets	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
MA #1: The District will ensure that a team of faculty and administration from RCSD will visit other Districts who currently are experiencing success with reaching state performance indicators to determine AIS services provision, scheduling, after school and Saturday programs, teacher-planning, allocation of teacher time, time on task, textbooks used, teacher/student ratios, grouping strategies. In addition, time will be allocated for grade levels to visit other in-District classes.	9/09	1/10	TBD	N/A	CDEP Committee Math Vertical Team	Gen. Fund Title Grants		Visitations with complete report to CDEP	Students meet growth and proficiency targets	6/10	
MA #2: The District will allocate time (conference days, half days, summer curriculum) for teachers to analyze test data, collaborate, plan, integrate and monitor/adjust the curricula, in order to ensure that students are secure with/on the current performance indicators in light of revised SED test schedule.	9/09	1/10	TBD	RCSD teachers of Math	CDEP Committee Math Vertical Team	Gen. Fund Title Grants		100% of teachers attend professional development and implement at instructional level	Students meet growth and proficiency targets	6/10	
MA #3: The District will study the feasibility/effectiveness of hiring a qualified math lab teacher in the High School to assist students who are at risk of not meeting the graduation requirement of three math credits.	9/09	1/10	TBD	N/A	Dir. of Curr. Principals CDEP Committee Math Vertical Team Superintendent	Pending BOE approval through budget process: Gen. Fund Title Grants		Completion of study and program development	Students meet growth and proficiency targets	2/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources			Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities		Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
MA #4: The District will develop a document that articulates the alignment of the Everyday Math Program and the newly revised state Mathematics document. The District will revise the Prioritized Mathematics Curriculum to reflect the SED Mathematics K-12 performance indicators and identify where there are gaps between EDM and the SED September to May Curriculum.	9/09	1/10	TBD	TBD	Dir. of Curr. Principals CDEP Committee ELA and Math Vertical Teams Superintendent	Gen. Fund Title Grants			Document distributed to faculty	Students meet growth and proficiency targets	9/10	
MA #5: The District will provide continued and ongoing professional development to support the implementation of the Everyday Math program at Chancellor, technology infusion (Smart Boards) at all levels, and appropriate calculator use at each grade level.	9/09	1/10	TBD	TBD	Dir. of Curr., Principals CDEP Committee Math Vertical Team BOE Superintendent	Gen. Fund Title Grants			Faculty attend workshops	Students meet growth and proficiency targets	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
SCI #1: The District will allocate Superintendent's Conference Day time for elementary teachers to collaborate with middle school or high school content area specialists in developing units of study aligned with the District's Science curriculum.	9/09	1/10	TBD	TBD	Dir. of Curr. Principals Science Teachers	Gen. Fund		Needs Assessment completed and Units developed	Students meet growth and proficiency targets	6/10	
SCI #2: The District will complete the grade level vocabulary project already initiated. After the grade level lists and definitions are developed, a spreadsheet of the entire K-12 vocabulary list will be incorporated in the District Science document. Laminated cards and wall charts of the terms will be developed for each classroom.	9/09	1/10	TBD	TBD	Dir. of Curr. Science Vertical Team Science Teachers	Gen. Fund Title Grants		Project completed and distributed to Teachers	Students meet growth and proficiency targets	6/10	
SCI #3: The District will finalize the plan to ensure that sufficient time should be allocated in the schedule to teach the Science curriculum at each grade level. It is recommended that at an equivalent of 30 minutes per day be allocated for the teaching of Science.	9/09	1/10	TBD	TBD	Dir. of Curr. Science Vertical Team RCSD Teachers Principals	Gen. Fund Title Grants		Schedule adjustments completed	Students meet growth and proficiency targets	6/10	

Implementation Plan
Goal #2

Long Term Goal:
- The District will develop a positive and safe learning community that will keep students and staff engaged and connected in meaningful ways to help all students achieve their potential.

As Is:
- The data demonstrates that 91% of students earning a High School diploma in 2008 earned a Regents Diploma and 40% of the students earning a High School diploma earned Regents Diploma with Advanced Designation.
- The data demonstrates that the graduation rate at Rhinebeck High School for 2008 was 89%. The data demonstrates that 0% of students transferred to a GED program and 11% did not meet graduation requirements within four years.

Desired State:
- The District will keep students and staff engaged and connected in meaningful ways to help all students achieve their potential by collecting data relating to the social-emotional/affective domains of student achievement and developing programs that meet the academic, social, and emotional needs of students.

Annual Goals:
- The District will continue to develop and effectively utilize a data management system that monitors the relationship between attendance, discipline, the graduation rate and District programs and services.
- Evaluate existing programs, procedures, and practice for effectiveness through District committees and data studies.
- Improve the quality of communication with various stakeholder groups so as to engage all members of the educational community in the educational process.
- The District goal for the High School graduation rate is to progress from 89% in 2008 to 95% in 2009.
- The District goal for the High School is to progress from 40% students earning a Regents Diploma with Advanced Designation in 2008 to 50% earning a Regents Diploma with Advanced Designation in 2009.

Objectives:
- The District will accommodate for the diversity of student interests by articulating and aligning curricular areas outside the core academic disciplines.
- The established student support services committee will continue to collect and analyze data related to the affective domains of a student's education for the purpose of recommending programs and activities that will better meet the social and emotional needs of our students and improve school climate.
- The District will develop a more effective and efficient website to facilitate communication with its various stakeholders.
- The District will provide professional development that supports the development of pro-social and ethical decision-making in our students at the Middle and High School levels.
- The District will conduct a thorough analysis of student attendance patterns and utilize the resulting data in order to improve student attendance.
- The District will provide professional development for the faculty and staff of the Chancellor Livingston Elementary School that supports full implementation of the Responsive Classroom model.
- The District will partner with the Center for Social and Emotional Education to utilize the data from the Comprehensive School Climate Inventory to make programmatic improvements.
- The District will continue to analyze the data from the High School Survey of Student Engagement and will continue to utilize the results to make programmatic improvements.

CDEP GOAL ACTIVITIES
GOAL # 2

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Curriculum: The District will articulate and align with the New York State Learning Standards the following curriculum areas: LOTE, Physical Education, Music, Health, Technology, and CDOS.	9/09	1/10	TBD	LOTE - 3 PE- 7 Music - 5 Health - 5 Tech - 4 CDOS - 5 RCSD faculty	Dir. of Curr. K-12 Curriculum Committee	Gen. Fund Title Grants		Draft documents distributed to staff	Students meeting proficiency	6/10	
The District will expand the Arts in Education Program and provide professional development to support infusion of the arts into the curriculum.	9/09	1/10	TBD	TBD	Dir. of Curr. Arts in Ed. Com. Admin.	Gen. Fund Title Grants		Faculty attend workshops	Students attend scheduled events	6/10	
The District will determine next steps with the Center For Social and Emotional Education to provide targeted professional development to faculty and staff based upon data from the climate survey.	9/09	1/10	TBD	TBD	Dir. of Curr. Student Support Services Team CDEP Team Principals	Gen. Fund Title Grants		Faculty and Staff attend workshops and implement best practice.	Students report safe and belonging climate	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
SSS #1: The District will continue to provide support for adopted programs that address a broad range of K-12 school climate and culture needs in the elementary, middle and high schools. These programs will continue to address the SED requirement to develop a K-12 approach to character education, bully-proofing, and social-emotional development of students in developmentally appropriate fashion. The elementary, middle and high schools will continue to conduct a thorough and ongoing school climate needs assessment, analyze the resulting data, implement programs that address the issues surfaced by the survey data, obtain faculty and community feedback, revise selected programs based upon data, and engage in continuous program improvement.	9/09	1/10	TBD	TBD	Principals Superintendent RCSD Teachers Dir. of Curr. CDEP Team	Gen. Fund Title Grants		Analysis with recommendations for improvement	TBD	6/10	

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
Identify staff development activities related to helping achieve the objectives.	Date		# Hours	# of Staff to be trained	Name/Position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
SSS #2: The District will engage in a comprehensive analysis of student attendance and tardiness for the purpose of making programmatic recommendations to improve student attendance.	9/09	1/10	TBA	N/A	Dir. Of Curr. SSS Vertical Team Principals Pupil Personnel	Gen. Fund		TBD	Students regularly attend school	1/10	
SSS #3 The District will implement and monitor the effectiveness of the proposed before school and after school programs that assist students who are at risk of not meeting the NYS Learning Standards. A critical component of these programs will be to support students' academic, social-emotional development and student achievement motivation.	9/09	1/10	TBA	N/A	Dir. of Curr. SSS Vertical Team Principals	Gen. Fund		TBD	Students meet growth and proficiency targets	1/10	

1. Describe The Performance Indicators Developed To Assess The Effectiveness Of The Strategies You Identified In The Implementation Plan.

Goal # 1: 100% of the District's students will demonstrate annual growth, and they will score proficient or higher by the end of the 2013-2014 school year as measured by New York State Assessments at all levels in Mathematics, English Language Arts, Science and Social Studies.

The CDEP Committee has created a detailed implementation plan, including specific deadlines for each major task. The CDEP Committee will meet three times annually to review progress toward meeting those deadlines. The effectiveness of the strategies included in this CDEP will be evaluated by:

1.1.1   Monitoring the major tasks and timetables for meeting each of the improvement strategies identified by the CDEP committee, as evidenced by:
   1.1.1.1 District established K-12 Vertical Teams reporting progress toward goals and objectives.
   1.1.1.2 District AIS Vertical Team makes recommendations for effective and efficient service delivery.
   1.1.1.3 Evidence of best practice for classroom instruction, as one component of the Annual Professional Performance Review (APPR)
   1.1.1.4 Professional development opportunities provided to staff as indicated.

1.1.2   Monitoring the percentage of students who achieve the targeted improvement goals for students scoring in the proficient range on the New York State Tests at grades 3-8 and commencement levels.
   1.1.2.1 Monitoring the percentage of students who score in levels 3 and 4 on the New York State Assessments in English Language Arts, Mathematics, Social Studies, and Science. The District has established targeted improvement goals for students scoring in the proficient range by 2010. If the District is not meeting the targeted goals set forth by the CDEP committee, data will be evaluated and strategies will be modified to meet the needs of the students.
   1.1.2.2 Monitoring teacher implementation of the curriculum and instructional strategies outlined in the Professional Development plan through the Annual Professional Performance Review (APPR) process.

Benchmark goals will be established each year based upon the longitudinal trends and current progress for each of the following core academic areas: English Language Arts, Mathematics, Science, and Social Studies. The benchmark goals for the 2009-2010 school year are articulated in the annual goals section of the Implementation Plan. Intermediate data sources and timelines for evaluation are indicated next to each activity in the Goal Activity Charts. Additional intermediate data sources will be identified as needed to effectively monitor progress toward the annual benchmark goals.

Goal # 2: The District will develop a positive and safe learning community that will keep students and staff engaged and connected in meaningful ways to help all students achieve their potential.

Annual benchmarks will be established each year based upon the longitudinal trends and current progress. The development of a coordinated data management system is critical to the achievement of this long-term goal. Data sources that will be integrated in a new system will include:
- Graduation outcomes: Regents, Regents with Advanced Designation, Local, IEP, GED Diplomas
- Rate of student detention, suspension
- Patterns of discipline infractions
- Rate of tardiness and attendance
- Student Motivation
- Student Support Services & Programs

Establishment of annual benchmarks for each of the data sources outlined will be updated on an annual basis during the three years of the CDEP (2009-2012).

Intermediate data sources and timelines for evaluation are indicated next to each activity in the Goal Chart. Additional intermediate data sources will be identified as needed to effectively monitor progress toward the annual benchmarks.

The CDEP Committee has created a detailed implementation plan, including specific deadlines for each major task. The effectiveness of the strategies included in this CDEP will be evaluated by:

1.2.1 Monitoring the major tasks and timetables for meeting each of the improvement strategies identified by the CDEP committee, as evidenced by:
> 1.2.1.1 The established Student Support Services Vertical Team recommendations for improvement based upon analysis of relevant data have been submitted.
> 1.2.1.2 Faculty will receive copies of curriculum documents in the following areas: LOTE, Physical Education, Music, Health, Technology, and CDOS.
> 1.2.1.2 Professional development opportunities provided to staff as indicated.
> 1.2.1.3 Analysis of existing attendance and discipline procedures has been completed and recommendations have been submitted.

1.2.2 Monitoring student progress toward annual goals will be achieved by obtaining relevant survey data related to the affective domain of student achievement.

1.2.3 Monitoring teacher implementation of the strategies outlined in the Professional Development Plan through the APPR process.

2. Explain How The District Planning Committee Will Use Evaluation Results And Data To Revise Strategies.

The District CDEP team will meet minimally three times a year, November 2009, January 2010, May 2010 to review intermediate data collected for each implementation activity according to their respective timelines outlined in the Goal Activities Chart in order to monitor effectiveness of the activities in progression toward the annual goals. The Goal benchmarks and schedule of activities may be revised at any time throughout the year based upon consensus from the District CDEP team that alternate steps are required in order to achieve progress. Revision to the CDEP will be communicated accordingly to the community of stakeholders. At least annually, the Goals, Objectives, and activities will be revised based upon NYS Student Achievement Data, Local Data, and Intermediate Data Evaluation of activities.

According to the implementation timeline, the CDEP team will evaluate all relevant student achievement data. The District team will provide the appropriate data to the various committees outlined in the Plan for their review and recommendations. Each June, the District team will review the recommendations provided by the various committees, enabling the CDEP Committee to revise and update the CDEP as necessary. The CDEP Committee anticipates that:

2.1. The AIS will evaluate the effectiveness and efficiency of the current service and make recommendations for improvement in quality of service.

2.2. The K-12 Curriculum Committees will review relevant student achievement data and identify trends in curriculum topic coverage based on the results. These results will be used to evaluate the effectiveness of the new curriculum and instruction initiatives and make recommendations for Plan revisions.

2.3. Professional Development Planning (PDP) will be based on the outcomes and evaluation of the Terra Nova, NYS assessment results, and teacher input via professional development survey.

2.4. The CDEP Committee will review the APPR Plan and make recommendations for necessary changes to the process.

3. Explain How The District Will Disseminate Its Evaluation Results To The Public.

Rhinebeck Central School District has outlined a communication system for the dissemination of information regarding the Comprehensive District Education Plan. The District recognizes the CDEP as a tool for combining the many-faceted efforts of the District and believes that the school community will benefit from having a coherent plan.

1. Minutes of the meetings will be retained in 3 ring binders in the Superintendent's office and the school libraries.
2. The Vertical Teams will supply reports to CDEP committee.
3. The minutes of the committees and CDEP Committee will be distributed to:

    - Faculty/Staff Bulletin Boards
    - Superintendent, who will then report to the District Strategic Planning Team (DSPT)
    - Bargaining Unit Presidents
    - CDEP Website – certain parts in the Teacher Share Folder, View only
    - Director of Curriculum and Instruction
    - Department Chairs
    - Team Leaders
    - Grade-level Chairs
    - Principals, who will then report to the Building Level Planning Team (BLPT)
    - PTSO
    - Board of Education

4. Faculty meetings - Portion of at least two meetings per year for updates on CDEP and/or Vertical Team reports
5. Periodic updates at BLPT meetings
6. Departmental/Team/Grade level meetings
7. Open house presentation – update
8. Local newspaper (2x/year) / Building newsletter updates (2x/year)
9. Students – via Student Council, classroom discussions
10. PTSO meeting update
11. Posting progress on upgraded District website

ASSURANCE AND CERTIFICATIONS
Comprehensive District Education Plan Assurances

The Superintendent Certifies That:

- Planning was conducted as a team process.

- A school profile was developed using all key data elements available.

- Representatives of all funding/planning areas were involved in the plan development.

- Building staff, parents and the school community were informed and involved, as appropriate, in the process.

- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan.

- A Board resolution is on file.

_____
 Superintendent of Schools

_____
Date