

CDEP MEETING MINUTES

FEBRUARY 10, 2005

Members Present: CDEP Team

Agenda:

1. Review of the purpose of the monitoring meeting
2. Review of the status of CDEP sections:
 - o Mission , Vision, Values
 - o Action Plan
 - o Annual Professional Performance Review
 - o Mentoring Program
 - o Data Update
3. General Discussion Items:
 - o Recommendations to vertical teams
 - o Professional development for next year
 - o Summer Curriculum Projects

Minutes:

1. Marvin Kreps gave a brief overview of the intent of the monitoring meetings in the CDEP.
2. The issue was raised regarding how the district collects evidence that the students are community contributors or ethical decision makers. A general discussion ensued on the topic of how to measure if the district is implementing the mission and vision. It was agreed that the district already does many of these things but that there is a need to communicate with stakeholders more effectively about programs and activities that implement the CDEP plan. This would engender community support. A related discussion regarding the sharing of best practices that are being utilized in the district.
3. An overview of the status of each aspect of the action plan was provided by Marvin Kreps.
 - + Data: Marvin is continuing to work with the Mid-Hudson Regional Information Center to develop an integrated data management system. It was reported that pursuant to SED regulations the MHRIC is implementing the unique student identifier number system. This will involve standardizing the required data elements in the district's current student data management system. (SASI) It was reported

that the MHRIC is planning to discontinue the STEP and LEAP data reporting system and begin to extract this information out of the district's SASI system. The MHRIC is going to continue maintaining the data warehouse and to supply our district data to Data Mentor.

+ AIS: The AIS vertical team is continuing the work of reviewing the district's plan. The CDEP team recommended that the vertical team clearly articulate what an ideal plan would look like and then to identify measurable steps toward achieving the plan.

+ Curriculum Development: As per the action plan a process is in place to articulate the LOTE, Physical Education/Health, Art, Music, and CDOS curricula.

+ Professional Development: As per the plan professional development has been provided to support Everyday Math, Differentiated Instruction, What Works in Schools and Teaching Pro-Social Skills in the Middle School. (David Levine project)

+ APPR: It was reported by faculty and administration that the plan as it is articulated appears to be working. Time-lines are being adhered to and no significant problems with the plan have emerged.

+ Mentoring Program: Program is working and effective

4. Recommendations to the Vertical Teams:

+ The CDEP team suggested that the vertical teams prepare a one page report of the suggestions for continuous improvement. The vertical teams were asked to clearly articulate what the ideal K-12 program would look like in their respective disciplines and then to outline measurable achievable objectives toward those ends. If the recommendations require funding or the re-allocation of funds then the teams are asked to provide data and a rationale for the recommendation. It was agreed that the final reports from the vertical teams will be presented at the May 26, 2005 CDEP meeting.

5. A discussion of the attendance procedure at the high school revealed that improvements in consistency have occurred. Reporting and follow-up have improved. A CDEP member asked if the parents realized that credit bearing courses have required attendance. Mr. Celenza reported that this was made clear during class meetings. It was suggested that this information be included in future orientation programs for high school students and their parents.

6. Marvin Kreps reported that he is preparing a student achievement report to the board of education and asked for suggestions to include in the report. It was suggested that graphs of the index numbers (with comparisons with NCLB AMO's and state benchmarks) for grades 4,8, and high school be included in the report.