

Plattsburgh City School District

49 BROAD STREET
PLATTSBURGH•NY•12901-3396
518-957-6002 (Office)
518-957-6026 (FAX)
www.plattscsd.org

James M. Short
Superintendent of Schools
518-957-6002
jshort@plattscsd.org

Jay C. Lebrun
Assistant Superintendent for Business
518-957-6003
jlebrun@plattscsd.org

Thelma M. Carrino
Assistant Superintendent for Instruction
518-957-6006
tcarrino@plattscsd.org

District-wide Educational Improvement Council (DWEIC)

Minutes of the meeting held on
September 27, 2010 Meeting
Duken Conference Room – 3:15 p.m.

Present: Patty Amo (SMS Principal/Facilitator), Rebecca Coryea (Bailey Parent), Lisa Cyphers (SMS Parent), Wendy DeMane (PHS Teacher), Donna Durocher (CSEA), Angela “Bunny” Esposito (PHS Parent), Glenn Hurlock (PHS Principal), Steve Krieg (Board of Education), Roxanne LaBarge (Momot Teacher), Mary Louise Lamberti (Momot Principal), Mary Lou LaRocque (Bailey Teacher), Jessica Mitchell-Briehl (Momot Parent), Rod Sherman (Teachers’ Association President), James Short (Superintendent of Schools), and Mary Huckeba (Recorder)

Absent: Kendrick Buchala (PHS Student), Thelma Carrino (Assistant Superintendent for Instruction), and Kathy Meyer (SMS Teacher)

1. Confirmation of Membership and Introduction of New Members

Mrs. Amo welcomed everyone and asked people to introduce themselves. Oak Street will be contacted for a parent and a teacher representative. Mrs. DeMane will contact the PHS Student Association advisor regarding an additional student representative.

2. Approval of June 24, 2010 Minutes

The minutes were accepted as presented.

3. Special Education Drop-out Rate / Quality Improvement Process (QIP)

Mr. Short reported that by the next DWEIC meeting building goals would be finalized. Last year and the previous year, the graduation rate for special education students is such that the District has been cited by the New York State Education Department and is under review. Of the 15 special education students in the 9th grade cohort who dropped out – 40% dropped out from a CVES special education setting, 20% were pregnant, 100% had attendance issues, 87% had diagnosed mental health issues, 47% were enrolled at PHS for less than two years, 33% were classified in a middle school or later, 53% were transient (less than 3 years in the District), and 40% had low reading scores. The District Student Support Team (DSST) is working on attendance at the building levels. The QIP will be looking for local agencies to work with students with mental health issues as the district’s focus will be on issues it has control over; such as credit recovery through summer school, attendance, and literacy. In response to a question, Mr. Short stated that the district is responsible for students whether they are in a district or CVES program. He reported that data

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has been collected on each dropout and students who have been absent more than 5 days this year are being “red-flagged” for further review and attention, as needed. Mr. Short reported the concept of re-establishing the position of truant officer has been discussed by the DSST. Mr. Hurlock stated that the drop out rate is based on students who did not graduate within the 4-year period and that some students have continued beyond the fourth year. Mr. Short stated the statistic of how many of the students cited did graduate after 4 years is something to be researched. Mrs. LaRocque reported that working with the court system and other agencies are other avenues the DSST members discussed.

4. **Review of School Report Cards (Grades 3-12)**

Mr. Short stated that the State changed the standards for the School Report Cards, which delayed their release. All buildings except Oak were cited and administrators and staff are reviewing the data. Copies were distributed for members to review. Mr. Short stated that some aids (Federal and State) are driven by a district’s poverty rate as well as the demographics of the district. The percent of students qualifying for free or reduced meals is Bailey 50%, Oak 47%, Momot 64%, SMS 42%, and PHS 31%. This data shows that at least half of the students are living at or below the Federal poverty rate. There was discussion on ways to be sure the free and reduced meal applications get home and are returned. This is especially important at the middle and high school levels as the numbers do not follow the elementary rates.

5. **Agenda items for next meeting**

- A. 2010-2011 Building Goals
- B. QIP Goals
- C. PAR Update

6. **Adjournment**

The meeting adjourned at 4:27 p.m.

Mary S. Huckeba, Recorder

2010-2011 Meeting Dates

(3:15 p.m. on the last Monday of the month except* when school is not in session)

September 27, 2010	February 28, 2011
October 25, 2010	March 28, 2011
November 29, 2010	April 25, 2011
December 20, 2010*	May 23, 2011*
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District-wide Educational Improvement Council (DWEIC)

**Minutes of the meeting held on
October 25, 2010 Meeting
Duken Conference Room – 3:15 p.m.**

Present: Patty Amo (SMS Principal/Facilitator), Kendrick Buchala (PHS Student), Thelma Carrino (Assistant Superintendent for Instruction), Wendy DeMane (PHS Teacher), Donna Durocher (CSEA), Glenn Hurlock (PHS Principal), Roxanne LaBarge (Momot Teacher), Mary Louise Lamberti (Momot Principal), Mary Lou LaRocque (Bailey Teacher), Karolyn Micheels (Oak Parent), Jessica Mitchell-Briehl (Momot Parent), Amanda Oliver (Oak Teacher), Roderick Sherman (Teachers' Association President), James Short (Superintendent of Schools), and Mary Huckeba (Recorder)

Absent: Rebecca Coryea (Bailey Parent), Lisa Cyphers (SMS Parent), Angela "Bunny" Esposito (PHS Parent), Steve Krieg (Board of Education), and Kathy Meyer (SMS Teacher)

1. Approval of September 27, 2010 Minutes

Minutes were accepted as written.

2. 2010/2011 Building Goals

Copies were provided for review. Mr. Sherman asked how the reduction of staff in the technology center will impact goals which require data collection. Mrs. Carrino stated a meeting is scheduled to review Building Technologists' job descriptions as well as looking at various areas for data collection and ongoing technology support. Mr. Short clarified there are two levels of technology support – network and educational program. Mrs. LaRocque stated that Jasper Strong is always willing to provide requested data.

3. New Program Proposals for 2011/2012 School Year

Mrs. Carrino will forward copies of the protocol for New Program Proposals and asked for a sub-committee to review the proposals in preparation for presentation to the full DWEIC on January 31, 2011. The following volunteered: Mary Lou LaRocque, Wendy DeMane, Roxanne LaBarge, and Patty Amo.

4. QIP (Quality Improvement Plan) Goals

Members were provided a copy of the goals and action plan template which Mr. Short reviewed. Mr. Hurlock stated that attendance is the key and an area on which they are focusing. He noted that when looking at graduation rates the state does not count students graduating after five years of high school when calculating the graduation rate. Mrs. Amo stated that at SMS the student support team is receiving additional training in working with at-risk students. Referencing that many of the students are not

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identified as needing special education services until after elementary school, Ms. LaBarge noted that some students at Momot receive a large amount of support in order to keep them successful within the regular program. Mr. Sherman noted that on the School Report Card he hopes the district continues to focus on supporting a strong academic program. In response to a question of what would the impact of summer school be on these students, Mr. Short responded it gives them an opportunity for credit recovery. There was discussion regarding additional support for students through extending the school day or other ways to provide additional support after school rather than pull them out of classes. Mr. Short stated that there is not an expectation of new money for education.

5. PAR Update

Mr. Short stated under that under Peer Assistance and Review (PAR) there is a new way of teachers being co-evaluated by peers and administrators to attain tenure including a process to design a new teacher and administrator evaluation system which includes “value added” which is now required by state statute. Over the past year approximately twelve staff members (administrative and teachers) have been working with national experts on teaching standards. In the near future, a number of staff members (approximately 20) will be working with educators from other districts to look at how to gauge “value added” in the various curriculum areas. The focus will be on student learning not teaching. It was noted that the Innovation Fund Grant covers all expenses including substitutes. Mrs. LaRocque asked the parents present to be aware that even though it may appear some staff members are out of the classroom often, they should be reassured that in the long run students will benefit.

Mr. Sherman provided an excerpt from “Collaborating on School Reform: Creating Union-Management Partnerships to Improve Public School Systems” including the section on Plattsburgh’s case study. Reporting on her attendance at a recent conference on collaboration, Mrs. LaRocque stated that the way the district functions is not the way collaboration functions in most school districts. Mrs. Lamberti stated that there is a national crisis in education and everyone’s support is needed.

6. Agenda items for next meeting

- Brainstorm ways to inform people regarding the PAR grant – Mrs. LaRocque
- Students with disabilities not meeting AYP – Mrs. Lamberti (December agenda)
- Report on what the district provides for high honor students – Mr. Sherman
- PAR update (DSST) – Mrs. Harvey-Zales
- Review of committees and functions – Mr. Short

7. Adjournment

The meeting adjourned at 4:22 p.m.

Mary S. Huckeba, Recorder

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Present: Patty Amo (SMS Principal/Facilitator), Kendrick Buchala (PHS Student), Thelma Carrino (Assistant Superintendent for Instruction), Wendy DeMane (PHS Teacher), Steve Krieg (Board of Education), Roxanne LaBarge (Momot Teacher), Mary Louise Lamberti (Momot Principal), Mary Lou LaRocque (Bailey Teacher), Kathy Meyer (SMS Teacher), Roderick Sherman (Teachers' Association President), and James Short (Superintendent of Schools)

Absent: Rebecca Coryea (Bailey Parent), Lisa Cyphers (SMS Parent), Donna Durocher (CSEA), Angela "Bunny" Esposito (PHS Parent), Glenn Hurlock (PHS Principal), Karolyn Micheels (Oak Parent), Jessica Mitchell- Briehl (Momot Parent), and Mary Huckeba (Recorder)

Approval of October 25, 2010 Minutes

The minutes were accepted as written.

Brainstorm ways to inform people regarding the PAR grant

There is some confusion among the faculty regarding the work of the PAR committee and the recently released State information regarding instructional staff evaluation and the use of student growth/value added data. It is important for clear, concise and consistent information to be shared with all members of the PCSD staff.

A large group of PCSD content area teachers recently attended a PAR meeting in Troy to discuss standards in the content areas. They will be meeting locally on November 30 to review their work and to plan for communicating with their colleagues. (Regent Dawson and Carolyn Williams will also be in attendance.) They will also plan a BOE presentation for Dec. 9.

Other methods of communication were discussed, including: a formal time at building community meetings to be set aside for sharing information (which also allows building administrators to support the work and to help staffs make connections between the use of RTI data as a local value-added gauge and evaluation), informational emails, electronic newsletters, the use of the district newsletter (the next one is on evaluation and PAR), and professional development during release dates and the March Superintendent's Day (half of the day may include a district-wide presentation by Dal Lawrence, PAR "guru" from Toledo).

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Mr. Short agreed to have initial questions, concerns, or suggested topics sent to him for the creation of a "PAR Newsletter". He will work with Marjorie Brown (PHS teacher/PAR Information Coordinator) to create a FAQ type of document to be shared district-wide. Other communication suggestions are welcome.

Report on what the district provides for high honor students

Mr. Sherman stated that this had been intended as a question for discussion rather than a report. He commented that with the budget reduction last year and anticipated need for further reductions this year, he wants to be sure we don't lose an important part of the programming for our upper level students.

Mr. Short handed out information sheets on Odyssey and CAP/AP course enrollments. Mrs. Carrino reported that more information and/or corrected numbers are forthcoming in those areas to reflect the higher than projected enrollment numbers for 2010-2011.

Mrs. DeMane indicated that Project Lead the Way numbers would be appropriate to add to this overview and will send them to Mr. Short for inclusion with future informational packets for DWEIC and the BOE.

Mrs. Amo indicated that no SMS information is included in the handout data. She reported that the following courses are available to middle school students: grade 8 algebra, earth science, art, and a computer elective, grade 7 creative writing and environmental science, and grade 6 reintroduction of foreign language.

Mrs. DeMane and Mr. Sherman reviewed the ongoing discussions by PHS SIP regarding the weighting of AP courses. This has been discussed many times over the years with no resolution. Kendrick Buchala stated that he believes students who are concerned with their GPA tend to avoid the higher-level courses even though colleges tend to place less value on this. He believes weighted AP grades would encourage students to enroll.

District Student Support Team (DSST)

Mrs. Zales reviewed the purpose of DSST, its original intent and its recently expanded focus. Originally designed to provide district-wide oversight of PBIS, the committee (comprised of representatives from all stakeholder groups (PreK-12) in the district) has met regularly for the past several years to review and discuss relevant data and implications for student behavioral needs. PBIS has been well established in the elementary buildings for some time now and is gradually being implemented in the secondary buildings. While NYS no longer funds PBIS, there remains an expectation that districts will implement some program for behavior management. PBIS is noted as a Best Practice. DSST was intended as a vehicle for establishing minimal expectations and accountability for both staff and administrators for these meeting those expectations. DSST created a checklist in 2009 to help buildings track their responsibilities (handout attached) and which Mr. Short uses to gauge the implementation and practical use district-wide.

Since much of PBIS is similar to the components of RTI (behavioral/academic), this fall, Ms. Zales was requested to expand the focus of the DSST to include district-wide oversight of RTI. (see handout of triangle for one area of similarity).

A newly designed checklist of district readiness and a SED Self-Assessment Tools for RTI Readiness and Implementation (handout will be available at Dec. 20 meeting for absent members—too large to scan) will be reviewed at the next DSST. DSST will continue to look at data for behavioral and academic program

decisions. Mrs. Zales pointed out that the RTI initiative is a means of supporting the components of PAR that look at data for value-added documentation. DSST helps to filter information back to the buildings to help with their work on RTI, PBIS, CST, etc. and provides a team approach to support professional growth.

A short discussion followed regarding the frustrations of some regarding who is responsible for the behaviors vs the academics, especially at the secondary where teachers have less contact with students than elementary teachers who have their classes all day. This approach to oversight brings it all together by using data to get a global view of students—even though the model/team approach may look different at the different levels.

Agenda items for next meeting

There were no agenda items offered by the committee. Please send any topics to Mrs. Amo or Mrs. Carrino.

Adjournment

Meeting adjourned at 4:24 p.m.

Thelma M. Carrino, Recorder

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District-wide Educational Improvement Council (DWEIC)

Minutes of the January 31, 2011 Meeting Duken Conference Room – 3:15 p.m.

Present: Kendrick Buchala (PHS Student), Thelma Carrino (Assistant Superintendent for Instruction), Donna Durocher (CSEA), Angela “Bunny” Esposito (PHS Parent), Glenn Hurlock (PHS Principal), Kathy Meyer (SMS Teacher), Karolyn Micheels (Oak Parent), Roderick Sherman (Teachers’ Association President), James Short (Superintendent of Schools), and Mary Huckeba (Recorder)

Absent: Patty Amo (SMS Principal/Facilitator), Rebecca Coryea (Bailey Parent), Wendy DeMane (PHS Teacher), Steve Krieg (Board of Education), Roxanne LaBarge (Momot Teacher), Mary Louise Lamberti (Momot Principal), Mary Lou LaRocque Megarr (Bailey Teacher), and Jessica Mitchell-Briehl (Momot Parent)

In the absence of Mrs. Amo, Mrs. Carrino facilitated the meeting.

1. **Approval of November 29, 2010 Minutes**

Minutes were accepted as written.

2. **Review of New Program Proposals**

Two proposals were received and reviewed by a DWEIC sub-committee. Mrs. Carrino reported the sub-committee’s recommendations as follows:

2.1 **Introduction to Library Research from PHS:** The sub-committee supported the concept but felt it is part of the current K-12 library curriculum; therefore did not recommend sending forward.

2.2 **3:30-5:30 p.m. Tutoring and Support Program from SMS:** The program proposal is similar the “3-5 program” at PHS. The sub-committee recommended forwarding the proposal to the Board of Education with a suggestion to look at ways to support the program using current staff through flex-scheduling.

3. **Peer Assistance and Review (PAR) Update**

Mr. Short reviewed and provided a written update on PAR which is a dramatic shift in how evaluations are conducted.

4. **Other**

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Rod commented that after sitting on DWEIC a number of years he sees that DWEIC provides an opportunity to hear what is happening in and to spread the word about District activities.

5. Agenda items for next meeting

- 5.1 PAR update
- 5.2 Mid-year SIP goals review
- 5.3 Discussion of committee reports at future meetings

6. Adjournment

The meeting adjourned at 4:09 p.m.

Mary S. Huckeba, Recorder

..... **2010-2011 Meeting Dates**

(3:15 p.m. on the last Monday of the month except* when school is not in session)

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District-wide Educational Improvement Council (DWEIC) Minutes of the February 28, 2011 Meeting Duken Conference Room – 3:15 p.m.

Present: Patty Amo (SMS Principal/Facilitator), Thelma Carrino (Assistant Superintendent for Instruction), Rebecca Coryea (Bailey Parent), Wendy DeMane (PHS Teacher), Donna Durocher (CSEA), Glenn Hurlock (PHS Principal), Roxanne LaBarge (Momot Teacher), Mary Lou LaRocque Megarr (Bailey Teacher), Kathy Meyer (SMS Teacher), Karolyn Micheels (Oak Parent), Jessica Mitchell-Briehl (Momot Parent), Roderick Sherman (Teachers' Association President), James Short (Superintendent of Schools), and Mary Huckeba (Recorder)

Absent: Kendrick Buchala (PHS Student), Angela "Bunny" Esposito (PHS Parent), Steve Krieg (Board of Education), and Mary Louise Lamberti (Momot Principal).

1. Approval of January 31, 2011 Minutes

Minutes were accepted as written.

2. PAR Update

Mr. Short provided an update on the Peer Assistance and Review process. For consultant teaching there are funds available under the i3 grant. The process is currently being tested and piloted (approximately seven teachers) in the district. Mary Lou LaRocque, Donna Baker, Claudine Selzer-Clark, and Patty Amo have been trained on the new evaluation process. Mr. Short referred to the current issue of the District newsletter for details on the new evaluation process which will take a considerable amount of more time on the part of the evaluator and evaluatee than the current process. Mr. Sherman noted that for the next three years this process is funded through a grant at no cost to the District. Mrs. LaRocque stated that as a result of the pilot process, elements of the evaluation maybe streamlined. She also stated that many in the process are gaining knowledge as they go through the training.

Mrs. Coryea asked about the status of the State mentoring program. Mrs. Carrino responded that she does not expect the formal program will continue to be grant funded. She announced that Dal Lawrence will open the March 25 Superintendent's Day activities and invited committee members to attend. He is the guru of PAR and his expenses are being covered by the American Federation of Teachers.

Mr. Short provided information on the Advancing Student Achievement Through Labor-Management Collaboration conference held recently in Denver. Mr. Short, Mr. Sherman, and Mr. Rotz (Board of Education Vice-president) attended and presented on the District's school climate which fosters labor-management collaboration. Mrs. LaRocque stated that Plattsburgh has a long history of collaboration.

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3. Mid-year Review of SIP Goals

Due to the time Mrs. Amo suggested that mid-year goals summaries be distributed and reviewed in preparation for discussion at the next meeting. Mrs. Carrino provided copies of the mid-year summaries and asked if anyone had questions to please contact her.

Mr. Short asked how each building’s goals relate to each other. Mrs. Carrino stated that at the District’s Facilitators meetings they look at the goals and there are some similarities among the buildings. Mrs. LaRocque suggested that PAR be part of each building’s goals for next year.

4. Agenda items next meeting

Mid-year Review of SIP Goals

5. Adjournment

The meeting adjourned at 4:17 p.m.

Mary S. Huckeba, Recorder

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District-wide Educational Improvement Council (DWEIC) Minutes of the March 28, 2011 Meeting Duken Conference Room – 3:15 p.m.

Present: Patricia Amo (SMS Principal/Facilitator), Kendrick Buchala (PHS Student), Thelma Carrino (Assistant Superintendent for Instruction), Rebecca Coryea (Bailey Parent), Wendy DeMane (PHS Teacher), Donna Durocher (CSEA), Angela “Bunny” Esposito (PHS Parent), Roxanne LaBarge (Momot Teacher), Mary Louise Lamberti (Momot Principal), Mary Lou LaRocque Megarr (Bailey Teacher), Karolyn Micheels (Oak Parent), Roderick Sherman (Teachers’ Association President), James Short (Superintendent of Schools), and Mary Huckeba (Recorder)

Absent: Glenn Hurlock (PHS Principal), Steve Krieg (Board of Education), Kathy Meyer (SMS Teacher), and Jessica Mitchell-Briehl (Momot Parent)

1. Approval of February 28, 2011 Minutes

Minutes were accepted as written.

2. Mid-year Review of SIP Goals

Bailey Avenue Elementary School: Mr. Sherman asked about the program “Handwriting Without Tears.” Mrs. Carrino stated was its started a few years ago and supported with staff training. Mrs. LaRocque reported it has been through Bailey SIP and Community Meetings.

Momot Elementary School: Mrs. Amo stated she has noticed there is a focus on RtI and PBIS throughout all of the building goals.

Oak Street Elementary School: There were no questions/statements.

Stafford Middle School: Mrs. Amo pointed out that one of the goals focuses on QIP data.

Plattsburgh High School: Mr. Buchala asked for clarification of Goal 6. (To develop and implement a means for delivering school announcements to students in a visual format and increase instructional time during periods 2, 8, and 9.) Mrs. DeMane responded that, depending on the day’s bell schedule, announcements take away from instructional time and they are looking at ways to provide the information in a visual format which students can view at lunch.

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In response to a question, Mrs. Carrino stated that at the end of each year DWEIC reviews the status of each building's goals. Mr. Sherman suggested that for next year buildings identify the impact of reductions as a goal.

3. Other

Mr. Buchala stated that the PHS Student Association used to run the school store and it was a large revenue source. Mr. Sherman added that the school store was told they could not sell items/food which the cafeteria and Booster Club sell. Mr. Short reported Mr. Eveleth was given a list of items which did not compete with the cafeteria. It was suggested that this be discussed at the building level.

4. Budget 2011-2012

Mr. Short provided an update on the 2011-2012 School Budget. At the time of the meeting it was expected that the \$4.3 million budget gap will be reduced once the State budget is adopted. He reviewed areas of reductions which include the elimination of the Assistant Superintendent for Instruction position and salary freezes for the Superintendent and Assistant Superintendent for Business. At the time of the meeting, he was waiting for updated information on State aid based on the budget being presented to the NYS legislature for adoption. The contingent budget reflects a 1.44% increase in the tax levy. He stated that for the next five years the school district is not looking for any increase in State aid. He asked members how much of a tax levy increase would the community support to maintain the school system. What items or programs should be preserved? If additional aid is received, should it be put towards student programs, reduce reliance on reserves, or reduce tax?

Mrs. Micheels asked about getting information to voters regarding the impact if a budget is passed or not passed – for her it would depend on what is impacted. Keep increase no more than 4% and put additional funds towards program.

Mrs. DeMane stated that she thinks of schools as a place to prepare young adults to become contributing adults. There is a need to better inform students what is available to them. Regarding tax levy – 3% probably would be tolerated by most people – “shave” athletics, not programs which lead students to career choices. Look at the per pupil cost for student participants in athletics.

Mrs. Esposito agreed that keeping programs for students is important and 3-4% on the tax levy. She commented that athletics is what sets us apart from the rest of the world – exchange students comment how much time and emphasis is placed on athletics – keep art and music.

Mr. Buchala, in response to Mrs. DeMane's comments, suggested that presentations be made to middle school students as to what classes are available and what they are about.

Mrs. Lamberti suggested that 2-3% is about what might be supported and make cuts equitable.

Mrs. Coryea supported putting funds back into programs. She commented that when people vote they look at things on a personal level. She doesn't think there is support for 4%.

Mr. Sherman stated that he is angry as it did not have to happen. If the State Senate would support extending the income tax on high wage earners (over \$1,000,000) the State would not be in this position. People who live in New Jersey but work in New York State pay a tax which is deducted from their New Jersey State Tax. Now the State of Jersey will receive the money. He sees support for a tax just under 4%.

Mrs. LaRocque stated people are under estimating support for 4%. If taxpayers vote a budget down – parents will support the budget the following year and will mobilize and get out the vote.

Ms. LaBarge asked what has been the percentage of increase in the tax rate for last ten years. Mr. Short stated it has been almost flat but property assessments have increased and so has the tax levy.

Mr. Buchala, responding to a question about impact on students, stated that he liked the idea of volunteers for intramurals and would prefer to see music continue. Mr. Short noted that the cost of intramurals is about \$4,000 and about \$500,000 for athletics.

Mrs. Amo stated that there are State mandates which are not funded and people at the State level need to help with funding. She would like to see Governor Cuomo be an “undercover boss” at the middle school during 8th grade lunch – get in the trenches.

Mr. Sherman commented that in 44 years he has never see such a scary assault on public education.

5. **Adjournment**

The meeting adjourned at 4:36 p.m.

Mary Huckeba, Recorder

..... **2010-2011 Meeting Dates**

(3:15 p.m. on the last Monday of the month except* when school is not in session)

September 27, 2010	February 28, 2011
October 25, 2010	March 28, 2011
November 29, 2010	April 25, 2011
December 20, 2010 <small>cancelled</small>	May 23, 2011*
January 31, 2011	June 20, 2011*

Plattsburgh City School District

49 BROAD STREET
PLATTSBURGH•NY•12901-3396
518-957-6002 (Office)
518-957-6026 (FAX)
www.plattscsd.org

James M. Short
Superintendent of Schools
518-957-6002
jshort@plattscsd.org

Jay C. Lebrun
Assistant Superintendent for Business
518-957-6003
jlebrun@plattscsd.org

Thelma M. Carrino
Assistant Superintendent for Instruction
518-957-6006
tcarrino@plattscsd.org

District-wide Educational Improvement Council (DWEIC) Minutes of the May 23, 2011 Meeting Duken Conference Room – 3:15 p.m.

Present: Patricia Amo (SMS Principal/Facilitator), Kendrick Buchala (PHS Student), Rebecca Coryea (Bailey Parent), Wendy DeMane (PHS Teacher), Donna Durocher (CSEA), Roxanne LaBarge (Momot Teacher), Mary Louise Lamberti (Momot Principal), Mary Lou LaRocque Megarr (Bailey Teacher), Kathy Meyer (SMS Teacher), Karolyn Micheels (Oak Parent), Roderick Sherman (Teachers' Association President), James Short (Superintendent of Schools), and Mary Huckeba (Recorder)

Absent: Thelma Carrino (Assistant Superintendent for Instruction), Angela "Bunny" Esposito (PHS Parent), Glenn Hurlock (PHS Principal), Steve Krieg (Board of Education), and Jessica Mitchell-Briehl (Momot Parent)

1. Approval of March 28, 2011 Minutes

Minutes were accepted as written.

2. Updates

Mr. Short provided background and status of APPR and PAR.

- Peer Assistance and Review (PAR) is a locally designed system for first year teachers with the expectation to drive staff development and develop master teachers. PAR will also be available to provide intense support for seasoned teachers who are having problems. Another area of assistance would be for a teacher transferred to a grade level or subject area, which they may not be familiar with even though within the teacher's certification area. The overall goal of PAR is to increase professionalism. Mr. Sherman added that part of PAR process is to create a set of teaching standards on which evaluations are based.
- Annual Professional Performance Review (APPR) legislation establishes strict guidelines for evaluation systems. The State Education Department is rapidly implementing APPR while school districts are asking for a slow down in order to have time to develop the tools to meet the APPR standards as the legal requirement lacks guidance regulations. Within APPR there is a new set of rules for classroom teacher and building principal evaluations. Mr. Short provided and reviewed the State Education Department's May 16, 2011 press release announcing "Regents Adopt Rules for Evaluating Teacher and Principal Effectiveness." (Copy attached to minutes.) He noted that a student's score on a State assessment would be linked to the teacher who will receive a "grade" from the State. In response to a question, Mr. Short stated that teachers in subject areas without State assessments are developing systems to evaluate their students' progress. Mr. Short reported that at a recent meeting he was told that the State wants to increase testing from about 30% to 65% of teachers. Mr. Short stated that during this year's testing cycle he has

– MISSION –

Our mission is to educate each student of the Plattsburgh City School District by creating challenging, supportive, and interactive learning that advances intellectual, physical, social, and cultural development.

received the greatest number of complaints. Members expressed concerns about the number and length of tests which are given to students.

Mr. Short stated that some of the materials developed through the work on PAR and APPR will be helpful to the Professional Development Committee (PIC) as the committee designs professional development opportunities for staff.

- Race to the Top (RTTT) has been embedded in State regulations. New York State applied for and received Federal RTTT funds. The two main areas that will influence Plattsburgh are teacher and principal evaluations and the most significant deals with student data and student intervention team functions. Each school has a student intervention team in place. Plattsburgh also has a District Student Support Team (DSST) with representatives from each building; however, under RTTT it appears there should be a DSST for each building. Mr. Short stated his position is that the DSST is representative of each building.

By next fall, Mr. Short expects DWEIC will have more work/responsibilities under PAR, APPR, and RTTP to make sure all District committees are functioning in concert with each other. He asked DWEIC members to see their role as overseers of the District’s Shared Decision Making process – perhaps looking for ways to avoid duplications and/or streamline how business is conducted.

Mrs. Megarr would like to hear from SIP facilitators which committees/decisions filter through SIPs. Are all buildings using the same process? Mr. Sherman stated there is a need to look at the big as well as the small picture and the District needs to be ready to apply for grants focusing on collaboration. Mr. Short stated there is a lack of time to focus on more items. Ms. LaBarge noted that the District’s and Buildings’ Goals are what keeps committees and staff in focus.

Copies of Mr. King’s May 12, 2011 letter to colleagues were distributed and is attached to the minutes.

Mrs. Meyer asked about District support for teachers (ELA and Math) who are impacted by the testing of the curriculum. Ms. LaBarge stated her frustration is that she accepts the standards but is concerned about what is expected of students.

3. Agenda Items for June 20, 2011

- 2011-2012 Facilitator and Membership
- 2011-2012 meeting schedule
- Status of building goals (current and next year’s)

4. Adjournment

The meeting adjourned at 4:32 p.m.

Mary S. Huckeba, Recorder

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NEW YORK STATE EDUCATION DEPARTMENT

News

FOR IMMEDIATE RELEASE May 16, 2011

For More Information Contact:

Jane Briggs, Jonathan Burman or Tom Dunn at: (518) 474-1201

Internet: <http://www.nysed.gov>

REGENTS ADOPT RULES FOR EVALUATING TEACHER AND PRINCIPAL EFFECTIVENESS

The New York State Board of Regents today adopted regulations that will implement a statewide teacher and principal performance evaluation system that includes multiple measures of educator effectiveness. The regulations, which will take effect during the 2011-2012 school year, are required by legislation enacted last year. The new law establishes a comprehensive evaluation system for all classroom teachers and building principals in New York. These evaluations will play a significant role in a wide array of employment decisions, including promotion, retention, tenure determinations, termination, and supplemental compensation, and will be a significant factor in teacher and principal professional development.

Regents Chancellor Meryll H. Tisch said, "With the help of our partners in the field, we have taken a critical step today in developing a fair and equitable system for evaluating the performance of New York's teachers and principals – a system that will enhance the quality of education across the State."

State Education Commissioner David M. Steiner said, "This new evaluation system will help educators improve their craft by focusing professional development and coaching on their specific needs and recognizing outstanding teaching. It will help ensure that we have an effective teacher in every classroom and an effective leader in every school."

Senior Deputy Commissioner John B. King said, "As we shift to the work of implementation, our focus remains leveraging evaluations to drive improved teaching and learning."

Under the new system, each teacher and principal will receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- 20% -- student growth on state assessments or a comparable measure of student achievement growth (increases to 25% upon implementation of a value-added growth model);
- 20% -- locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15% upon implementation of a value-added growth model); and
- 60% -- other measures of teacher/principal effectiveness.

If a teacher or principal is rated "developing" or "ineffective," the school district or BOCES is required to

develop and implement a teacher or principal improvement plan. Tenured teachers and principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination through an expedited hearing process. The law further provides that all evaluators must be appropriately trained and that appeals procedures are to be locally established.

The evaluation system's three components are designed to complement one another:

- Statewide student growth measures will identify those educators whose students' progress exceeds that of similar students, as well as those whose students are falling behind compared to similar students.
- Locally selected measures of student achievement will reflect local priorities, needs, and targets.
- Teacher observations, survey tools, and other measures will provide educators with detailed, structured feedback on their professional practice.

Taken together, this information will be used to tailor professional development and support for educators to develop and improve their instructional practices, with the ultimate goal of ensuring that there is an effective teacher in every classroom and an effective leader in every school.

The regulations adopted today reflect many of the recommendations of the Regents Task Force on Teacher and Principal Effectiveness as well as input received from numerous stakeholders, including conversations with Governor Cuomo, during the development of the regulations. In April, the Task Force submitted to the Board of Regents a comprehensive report containing recommendations for implementing New York's performance evaluation system. The sixty-three member Task Force – composed of teachers, principals, superintendents of schools, school board representatives, school district and BOCES officials, and other interested parties – has been meeting regularly since September 2010. The Board of Regents discussed various topics related to the evaluation system at their meetings in January, February and March 2011, and they discussed and reviewed the Task Force recommendations at their April meeting. At the April 2011 Regents meeting, the Task Force presented their recommendations to the Board. Thereafter, the Department presented their recommendations, which incorporated most of the Task Force's recommendations. The Regents then directed Department staff to prepare draft regulations consistent with the day's discussions. The Department posted those draft regulations online, seeking and receiving extensive public comment from both Task Force members and the field.

As a result of the input received from stakeholders, the Department made several key improvements to the regulations:

- The language was revised to eliminate the limitation in the draft regulations on the use of the same measure of student growth on state assessments for both the state assessment subcomponent and the locally selected measures subcomponent. Allowing the optional use of measures based on state tests for both growth and locally-selected measures provides flexibility to districts.
- With regard to the 60% of teacher effectiveness that is based on "other measures": The language in the draft regulations was revised to assign at least 40 of the 60 points to classroom observations and to require multiple observations.
- With regard to the 60% of principal effectiveness that is based on "other measures": The language in the draft regulations was revised to require that at least 40 of the 60 points be based on a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. The draft language was further revised to require

that any remaining points be based on the results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents (or their designee).

- With respect to scoring ranges: the language in the draft regulations was revised to adjust the scoring ranges so that teachers and principals must earn better than "ineffective" ratings on at least one of the two student growth/achievement subcomponents as well as the "other 60%" measure in order to earn an overall rating higher than "ineffective." In addition, if both student achievement subcomponents are "ineffective," the overall rating will be "ineffective."

The Regents and the Department will immediately begin a series of steps to ensure the successful implementation of the regulations.

- The Department will issue two Requests for Qualifications (RFQs) seeking teacher and principal evaluation rubrics and third party student assessments that meet state criteria and will release later this summer the resulting lists of state-approved tools for districts to choose from.
- The Department will also seek, through competitive bidding, an expert provider to construct statistical measures of student growth attributed to each educator to be used as one component of evaluation.
- In addition, the Department invited labor and management representatives from around the state to participate in a conference about collaboration toward implementing the new evaluation regulations hosted at Cornell University's Industrial Labor Relations school in June. The conference is sponsored by the school management and labor associations in the state.

Implementation Timeline

- 2011-2012 School Year – New performance evaluation system takes effect for classroom teachers of common branch subjects, ELA or math in grades 4 through 8 along with their respective building principals. The Department recommends that, to the extent possible, districts and BOCES begin the process of rolling this system out for the evaluation of all classroom teachers and building principals in the 2011-2012 school year.
- 2012-2013 School Year – New performance evaluation system goes into effect for all teachers and building principals.
- 2012-2013 School Year and thereafter – Implementation of teacher and principal improvement plans, as appropriate; implementation of a Regents-approved value-added growth model to be used for the teacher and principal performance evaluation system.

A copy of the regulations is available at the following web address:

<http://www.regents.nysed.gov/meetings/2011Meetings/May2011/511bra4.pdf>

The regulation was adopted as an emergency measure and will be published in the State Register for public comment on June 8th. Public comment will be received for 45 days after publication.

See webcast of the meeting at: <http://usny.nysed.gov/webcasts.html#May16PM>.

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New York State Board of Regents

The State Education Department / The University of the State of New York / Albany, NY 12234

Office of Communications / (518) 474-1201



May 12, 2011

Memo from John King, Senior Deputy Commissioner for P-12 Education

Dear Colleagues,

Our endeavors across the Regents Reform Agenda and the Race to the Top Assurance Areas (Standards and Assessments, Data Systems, Great Teachers and Leaders, and Turning Around the Lowest-Achieving Schools) and Priorities (STEM and Early Childhood) remain the centerpieces for our work. As we develop tools and resources around these initiatives, I will be corresponding with you to alert you to important updates on our webpage, alert you to learning opportunities and events, make requests, and ask for your feedback and thought partnership.

This week, we are excited to share the following with you:

- [The timeline for our phased implementation of the New York State Common Core Learning Standards \(Curriculum and Assessments\)](#)  (48 KB)
- [A sample of the Common Core State Standards resources suggested by the Council of Chief State School Officers \(CCSSO\)](#)  (82 KB)
- A link to our "Bringing the Common Core to Life" Webinar featuring a talk with David Coleman, one of the authors of the Common Core State Standards:
<http://usny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html>

To view any and all of these materials, please see the links above.

Please note that later in the Spring, we will be releasing:

1. Timelines, sample job descriptions, deliverables, and metrics for Network Teams and Network Team Equivalents
2. Tools for use in diagnosing the current state of Common Core alignment in your schools and districts
3. A road map for phased implementation of the Common Core
4. Recommendations for planning and scheduling local professional development on CCSS implementation, School-Based Inquiry, and teacher/ principal evaluation.
5. Guidance for Common Core aligned modules (extended units) in ELA/Literacy and Math

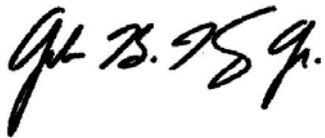
Finally, I'd like to ask, once again, that you share the work you and your colleagues have done to date in aligning your unit and lesson plans with the Common Core. I know that many of you have begun this challenging and exciting transition, and our team will build on the best practice across New York State. We are beginning the process of generating a full menu of Common Core aligned curriculum – across content area and grades. The goal is that our state curriculum reflects the learning, experimentation, creativity, and pilots you have experienced this year. Whether your work is polished or in draft form, field tested or just an early brainstorm, we are anxious to know what you are thinking and doing as it relates to the Common Core. You are in a position to inform, inspire, and seed the work we are doing in this critical area at the state level. Please gather and send aligned units, lesson plans, materials, samples of

student work, and other classroom artifacts produced by your districts and schools no later than close of business on June 1, 2011. These materials should be e-mailed to emscurric@mail.nysed.gov with "Common Core Curriculum Models" in the subject line.

Please note the guidance provided below and include as many of the criteria as possible for alignment with the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

1. Grade level complex text is the subject of the lesson/unit.
2. Lesson/unit focuses on multiple close readings of texts for understanding.
3. The lesson/unit includes instructional scaffolding to enable students at varying skill levels to access the complex text directly (and does *not* preempt or replace the text by translating its contents for students; any needed reading grows out of close reading of the text, rather than being taught separately).
4. A series of text-dependent questions is included in the lesson/unit that requires students to demonstrate that they follow the details of what is explicitly stated but also asks them to make non-trivial inferences.
5. A focus of the lesson/unit is on building students' ability to use relevant textual evidence to support their explanations and inferences about texts.
6. Extensive writing opportunities are included for students to draw evidence from texts (i.e. write to sources) and to present careful analyses, well-defended claims, and clear information. They are regularly asked to respond to questions about texts and verify their answers, write notes about texts, summarize texts, etc.
7. When reading, academic vocabulary prevalent in complex texts is taught by drawing students' attention to specific words and working through word meanings in their context.
8. Lesson/unit invites students to share their preparation, evidence, and research orally with their peers.
9. Lesson/unit explicitly and effectively supports student mastery of the key elements of grammar and conventions in the context of reading and writing, including how to put smaller units together to form longer, more complex sentences and paragraphs.
10. Lesson/unit cultivates independence in students.

As always, I am honored to work alongside you in these efforts.



John B. King, Jr.