

## District Planning Team Agenda for October 2, 2024

### DeRuyter Central School District Mission Statement

The DeRuyter Central School District, in partnership with parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society.

### DPT Mission Statement

It is the mission of the DeRuyter Central School District Planning Team to

**Date: October 2, 2024**  
**Time: 1 PM - 3 PM**  
**Location: Room 200 (Zach Miller)**

**To prepare for this meeting: Participate in Thought Exchange**

#### Agenda Topics:

1. Defining our Work (20 min)
2. Strategic Planning (20 min)
3. Curriculum Planning (40 min)
4. Professional Development Planning (20 min)
5. Scheduling (10 min)
6. Reflection

**Team Members:** Neal Capone (Facilitator), Stephen Rafferty, Jenny Valente, Melissa Wheatley (notetaker?), Kathy Cook, Erin Brown, Sheri Smith, Jared Tiffin, Zach Miller, Maureen Alger, Julie Arno, Amanda Ladd, Melanie Ackley, Lisa Benedict, Joe Drake

**Guest:** Auddie Mastroleo

**Absent:** Lisa Benedict, Kathy Cook, Amanda Ladd, Melanie Ackley

Time	Agenda Topic	Notes	To Do	Person(s) Responsible

1:00 - 1:20	Defining our Work	<p>Survey Results</p> <ul style="list-style-type: none"> <li>● Commitments: How can we be successful? <ul style="list-style-type: none"> <li>○ <b>**Commitment to Professionalism and Respect:**</b> We want a professional environment where input is valued without criticism or judgment. We will ensure that all voices are heard and respected, fostering a culture of openness and collaboration.</li> <li>○ <b>**Focused and Manageable Agendas:**</b> We want focused meetings with specific agendas and goals. We will prioritize creating clear, targeted agendas to ensure that each meeting is productive and that we address issues thoroughly.</li> <li>○ <b>**Enhanced Communication and Transparency:**</b> Our feedback highlighted the importance of transparent communication and representation from all grade levels and departments. We will work on improving our communication channels and ensuring that all stakeholders are adequately represented.</li> <li>○ <b>**Strategic Planning and Curriculum Development:**</b> We recognize the need for strategic planning and curriculum alignment. These will be key priorities for the DPT this year, and we will actively involve the team in these processes to ensure comprehensive and cohesive planning.</li> <li>○ <b>**Consistent Meeting Schedules and Follow-Through:**</b> We have concerns about meeting frequency, consistency, and follow-through. We will establish regular meeting times and ensure that there is clear follow-up on action items to maintain momentum and accountability.</li> <li>○ <b>**Building Trust and Team Cohesion:**</b> We expressed the need for team building and trust within the DPT. We</li> </ul> </li> </ul>		
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		<p>will focus on creating a supportive and collaborative environment where all members feel valued and motivated to contribute.</p> <ul style="list-style-type: none"> <li>○ <b>**Reflecting and Acting on Feedback:**</b> We understand the importance of reflecting on our work and seeing tangible results. We will implement mechanisms to regularly review our progress and make necessary adjustments to ensure that our efforts lead to positive outcomes for our school community.</li> <li>● Hopes: <ul style="list-style-type: none"> <li>○ Valuing veteran staff feedback,</li> <li>○ Foster a collaborative team environment, and rebuild trust within the school community.</li> <li>○ DPT as a platform where all stakeholders have a voice, with district-wide plans and discussions led by the leader to achieve positivity, teamwork, and success.</li> <li>○ Expectations for clear understanding of priorities, professional input without criticism, openness to change, mutual respect, and visible positive results.</li> <li>○ We believe that DPT can achieve great things for students, staff, parents, and the community by improving communication and focusing on students</li> </ul> </li> <li>● Goals for the year (these are the goals where we left off) <ul style="list-style-type: none"> <li>○ SED Initiatives</li> <li>○ SEL</li> <li>○ Diversity, Inequity, and Inclusion</li> <li>○ Literacy</li> <li>○ Culturally Responsive</li> <li>○ Literacy</li> </ul> </li> </ul> <p>Previous Group Norms</p> <ul style="list-style-type: none"> <li>● Start and end on time: This year we will meet from</li> </ul>	<p>Create a Strategic Plan that incorporates the goals</p> <p>Meeting dates and times that will work for this group this</p>	<p>Every DPT member will need to give input</p>
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		<p>3:05-4:05 once a month from January- June</p> <ul style="list-style-type: none"> <li>● Agenda will be disseminated to the DPT members at least 24 hours in advance</li> <li>● Minutes (Taken, approved by committee, shared with staff, BOE and posted on the website following the BOE meeting where they are shared)</li> <li>● Snacks - <i>we have not yet decided on how we will handle this, anyone want to bring a snack to the February meeting?</i></li> <li>● Be Present- Focused and Engaged during the meeting</li> <li>● Confidentiality: Individual comments will not be shared outside of the meeting, however, we will share and disseminate all approved meeting minutes that will include all topics and a summary of the discussion points.</li> <li>● All Voices: Differing Opinions/Perspectives Needed and Welcomed</li> <li>● Respectful Interactions: It is ok to disagree, but we must think about our responses to make sure we are asking for clarification and sharing opposing views with respect. <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<p>year will need TBD</p>	
<p>1:20 - 1:40</p>	<p>Strategic Planning</p>	<ul style="list-style-type: none"> <li>● Blueprint - Kevin McGowan and Jason Andrews <ul style="list-style-type: none"> <li>○ We own it, but they will help us with the process.</li> <li>○ They get things done quickly and people end up happy.</li> <li>○ Philosophy → Choices &amp; Attitudes →</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>○ Considerations: quality, practicality, supportive, efficiency</li> <li>● Process and timeline <ul style="list-style-type: none"> <li>○ Process <ul style="list-style-type: none"> <li>■ Gather community feedback</li> <li>■ Develop mission, vision, core values</li> <li>■ Design action plans: when and how</li> <li>■ Compile a plan, outline implementation, commit to accountability</li> </ul> </li> <li>○ Timeline (see below)</li> </ul> </li> <li>● Slide Deck (see Strategic Planning Process Overview in the shared DPT drive)</li> <li>● Timeline <ul style="list-style-type: none"> <li>○ <b>October 30 from 5 - 7 pm</b> in the LMC (This will include Board Members and the Leadership Team to launch the project together, connect and provide feedback on mission, vision, and core values)</li> <li>○ <b>November 4 from 4 - 8 pm</b> in the small gym. This will include the Board, leadership Team, Teacher and Staff Leaders/Reps, Community Members, and Parent Reps. (between 30 - 60 people)</li> </ul> </li> <li>● Feedback/Questions <ul style="list-style-type: none"> <li>○ Regarding gathering input... make it mandatory and provide time, maybe on a staff day</li> <li>○ We need to be heard; not in one ear and out the other</li> <li>○ Previous strategic plan goals were not realistic... IE: in five years, everyone will score a certain percentage in math)</li> </ul> </li> </ul>	<p>Gather input from all staff members (Possibly in person and virtual options to get more participation)</p> <p>TBD: Who will be the teacher/staff leaders?</p>	<p>DPT Team</p>
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1:40 - 3:00	Curriculum Planning	<p>Auddie Mastroleo, a curriculum specialist guest, joined us.</p> <ul style="list-style-type: none"><li>● Sharing of a strategic planning philosophy</li></ul> <p>A guaranteed and viable curriculum (GVC) is a curriculum that ensures all students have access to the same essential content and skills, and have an equal opportunity to learn. A GVC is made up of essential content and skills that are identified for each grade level and course and is designed to be taught within the available time.</p> <p>Some key features of a GVC include:</p> <ul style="list-style-type: none"><li>● Consistency: All students learn the same essential content and skills.</li><li>● Equity: All students have an equal opportunity to learn.</li><li>● Coherence: The curriculum is well-designed and free of gaps and redundancies.</li><li>● Alignment: The curriculum is aligned across grade levels, subjects, lessons, assessments, and standards.</li><li>● Flexibility: Teachers have flexibility to meet the needs of their students, while still ensuring consistency in what is taught.</li></ul> <p>Some ways to ensure a school has a GVC include:</p> <ul style="list-style-type: none"><li>● Establishing routines and processes, such as regular meetings to review student progress data.</li><li>● Collecting teacher feedback through surveys, polls, or meetings.</li><li>● Ensuring that teacher input is valued and acted upon.</li></ul> <ul style="list-style-type: none"><li>● Preliminary Curricular Documents (Auddie)</li></ul>		
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		<ul style="list-style-type: none"> <li>○ Hard to choose power standards to focus on; anything can be on state tests.</li> <li>○ Focus on using engaging topics for kids and then determine how to teach standards on those topics.</li> <li>● Goal: Document a GVC across PK-12 for all content areas that is aligned to the NYS content and literacy standards and SEL goals. <ul style="list-style-type: none"> <li>○ Phase 1: Use common Scope &amp; Sequence template, to record current, high-level unit information. (Enter the highlights/basics... this is not detailed) <ul style="list-style-type: none"> <li>■ Regarding standards, maybe just put the ones you are assessing</li> </ul> </li> <li>○ Phase 2: Complete a Unit Map for each unit. Revise, as needed, to align with NYS content and literacy and SEL goals.</li> <li>○ Phase 3: Revise S&amp;S to reflect newly aligned unit maps.</li> </ul> </li> <li>● Gathering feedback to help for a successful journey <ul style="list-style-type: none"> <li>○ Similar lesson structure?: <ul style="list-style-type: none"> <li>■ GANAG for instance: Goal, APK, New Info, Application, Generalization</li> </ul> </li> <li>○ Timeline? <ul style="list-style-type: none"> <li>■ Possibly strive for completing the first two columns of S&amp;S for everything by June?</li> <li>■</li> </ul> </li> <li>○</li> </ul> </li> </ul> <p>Audie has availability to meet virtually to support staff as needed in this curriculum journey. (She teaches in the morning and does curriculum-related work in the afternoons.)</p>	<p>Share the Phases and template for Phase 1 (with assurance that there is also a Unit Map template for consistency)</p>	<p>Neal, Steve, and/or Jenny</p>
<p>3:00 - 3:01</p>	<p>Professional Development Planning</p>	<ul style="list-style-type: none"> <li>● District-wide topics that we are hoping to prioritize <ul style="list-style-type: none"> <li>○ Strategic Planning</li> <li>○ Curriculum Development (multi-year)</li> </ul> </li> </ul>	<p>Chris Klevak...SEL assessment</p>	<p>Steve will reschedule this for another PD date instead of 10-15 to</p>

		<ul style="list-style-type: none"> <li>● October PD Day - Curriculum Focus <ul style="list-style-type: none"> <li>○ Opening Activity - Inspiring and Uplifting</li> <li>○ Housekeeping/DPT Topics</li> <li>○ Curriculum Philosophy and Plan</li> <li>○ Introduction to Work - First Steps</li> <li>○ Time in teams/classrooms to start work</li> </ul> </li> <li>● What works for staff and what are the needs to help make these days valuable?</li> </ul>		focus on curriculum
Ran out of time	Meeting Schedule	<ul style="list-style-type: none"> <li>● Meeting the needs of a 14-member team</li> <li>● How many meetings?</li> <li>● Times of day - alternate afternoon and after school?</li> </ul>		
Ran out of time	Meeting Reflection	<ul style="list-style-type: none"> <li>● What worked for you?</li> <li>● What didn't work for you that we can do better?</li> </ul> <p><a href="https://tejoin.com/scroll/861867701">https://tejoin.com/scroll/861867701</a></p> 		