



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Catskill CSD	Dr. Ronel Cook

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Reduction of Chronic Absenteeism rates
2	Strengthening the ability to address the social emotional needs of staff and students
3	Effectively engage parents to improve academic progress/performance
4	
5	

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Reduction of Chronic Absenteeism rates</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Mission of the Catskill Central School District is to provide all children with the opportunity to fully develop their academic and creative potential and to assist them in becoming mature, humane, responsible, and productive members of society.</p> <p>The district recognizes that student attendance has a direct correlation with achieving this mission. It is also instrumental in academic achievement as well as a student’s social and emotional well-being.</p> <p>Recently released SIRS data, shows that during the 2020-2021 school year, all the district buildings saw an increase in their chronic absenteeism, particularly in the identified targeted subgroups. This priority supports the Middle School which is identified as a TSI school for Black and Hispanic student achievement.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Development of Protocols K-12 to address attendance issues.</p>	<p>District Administration will work with school leaders and Instructional Support Team (IST) members to develop written protocols for targeting students at risk for chronic absenteeism. Interventions [including attendance incentives, check and connect protocols, mentoring] will be developed to support these identified students.</p>	<p>Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly RESULTS team meetings.</p>	<p>Meeting time</p>
<p>Weekly Attendance meetings</p>	<p>The attendance committee will meet weekly to cover the following:</p> <ul style="list-style-type: none"> *Review attendance data and identify the students who have missed two days. Members of the attendance committee will contact the families of those students to discuss the importance of regular school attendance and identify any variables. *Create individual plans to address barriers to school attendance. 	<p>Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly RESULTS team meetings. As needed, adjustments may be made to the strategies based on data analysis.</p>	<p>Scheduled, sacred meeting time Weekly data pull</p>

Priority 1

	<p>*Review attendance of those students receiving Tier 2 supports. Consider moving students from Tier 2 to Tier 3.</p> <p>*Review the attendance of those receiving Tier 3 supports. Schedule a meeting with a mentor assigned to any student in this group that missed more than two days of school to see if additional support is needed. Review data and develop individual strategies to meet the needs of students who have attendance concerns.</p>		
Incentive Programs	Building level PBIS Teams and Attendance will develop incentives to encourage/reward students attendance	Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly RESULTS team meetings.	Cost of incentives
Targeted Support	<p>Students and their families will receive targeted support to remove barriers from attending school.</p> <ul style="list-style-type: none"> ● counseling ● letters ● phone calls ● home visits ● Involvement of outside agencies 	Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly RESULTS team meetings.	Liaisons with outside agencies
Communication of attendance expectations	School leaders will clearly communicate the school's attendance policies with the staff	Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet	Student/Family survey News releases on attendance

Priority 1

	and families. Surveys will be utilized to provide student/family viewpoints on attendance issues and concerns.	meetings and monthly RESULTS team meetings.	
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of the 2021-22 school year, the chronic absenteeism rate identified on SIRS 107 will be at or below the building's State identified MIP.

CES All- 18% Black- 29.9% Hispanic- 20% Multiracial- 25.7%

CMS All- 22% Black- 22.2% Hispanic- 27.8% Multiracial- 21.8%

CHS All- 24% Black- 26.5% Hispanic- 28.% Multiracial- 34.9%

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Strengthening the ability to address the social emotional needs of staff and students</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The District believes that students cannot reach their full learning potential if their social emotional needs are not addressed first. This past year has had students separated from their friends and normal social activities. Students shared during the 20-21 school year that they struggled with feelings of isolation during the virtual/hybrid/synchronous/asynchronous modes of instruction. While many are excited to be back in person with their peers and teachers, others shared that they are anxious about returning to school. Many families are also experiencing hesitancy about sending their students back to school.</p> <p>In weekly housekeeping surveys, staff shared that during this time of virtual/hybrid/synchronous/asynchronous modes of instruction, they too felt disconnected from their students and each other. They are also feeling anxiety about the gaps that are inevitable as a result of the past year.</p>

Priority 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The District will provide summer opportunities for faculty and staff to developing building levels plans to address the social emotional needs of the students in their buildings</p>	<p>Staff will submit proposals for District-wide improvement grants focusing on the social-emotional needs of students in their building.</p> <p>Building leadership will incorporate these strategies into their building plans.</p> <p>District leaders will incorporate these strategies into the DCIP.</p>	<p>Evidence of the grant proposals will be seen throughout the buildings.</p> <p>Teachers will be developing activities and assignments with students.</p>	<p>Money and/or continuing education credit for staff working during summer months</p>
<p>Implementation of SEL curriculum utilizing Everyday Speech. https://everydayspeech.com/</p>	<p>Everyday Speech is a program designed to cultivate the skills every student needs to lead a healthy and successful life. The platform includes curricula for all students and provides structure and materials to provide Tier 1, 2, and 3 supports. Teachers will incorporate SEL lessons into their curriculums.</p>	<p>Administrative walk-thrus will see evidence of implementation of Everyday Speech Surveys and Data will be collected and analyzed utilizing information obtained through Everyday Speech</p>	<p>Purchase of Everyday Speech license Professional Development</p>
<p>Contracting with “Twin Counties” to provide integrated staff and services within each school building CES- 2 CMS- 1 CHS-1</p>	<p>The District will be working with TCRS, a comprehensive community and school-based prevention program, to meet the growing SEL needs of students and families. They will incorporate the following services:</p>	<p>Qualitative information obtained through interviews</p>	<p>Cost of Contract: Four staff members. Dedicated offices in each building. Professional Development</p>

Priority 2

	<ul style="list-style-type: none"> ● Life skills education ● Training for parents, teachers, staff and the community at large ● Classroom education ● Positive alternatives for youth ● Confidential referrals 		
Increased emphasis on cooperative learning groups and less on Computer-Based instruction	<p>Staff training on Post-Covid SEL needs and Cooperative Learning throughout the school year. Target training on the opening Supt. Conference day with presentations by PBIS committees.</p> <p>All teachers will meet during common planning time and department level meetings to plan collaboratively and establish protocols to discuss curriculum and opportunities for cooperative learning.</p>	Walkthrough data and ‘peek of the week’ review data indicate that opportunities for cooperative learning and extended student peer discussion are built into every lesson.	Schedule allowing for daily common planning for grade level teams and Weekly Monday meetings for Departments and Faculty. Supt. Conference Days will also have time set aside to address SEL needs.
Monthly SEL Themes	<p>Monthly Themes developed to address various SEL needs (ie: Awareness, Resilience)</p> <p>Specific dates will be developed for participation in the identified activities. (Vary by building as per their PBIS plans)</p>	Classrooms, hallways, and shared spaces will include posters, signs, etc. that are aligned to the monthly themes.	Costs associated with themes. These are identified in the specific PBIS plan in each building.
With students, build environments that are inclusive to all	Middle and high schools will expand club or afterschool offerings.	Percentage of students participating in clubs and activities will increase.	Stipends, materials and supplies After-school bus transportation

Priority 2

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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The majority of behavior incidents will be managed through non-punitive measures.

90% of students will agree or strongly agree with the statement, "My teacher cares about me."

90% of students will agree or strongly agree with the statement, "I can really be myself at this school."

90% of students will agree or strongly agree with the statement, "Other students accept me for who I am."

90% of students will agree or strongly agree with the statement, "Teachers accept me for who I am."

60% of students will participate in after school clubs and activities.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Effectively engage parents to improve academic progress/performance</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>It is the belief of the CatskillCSD that parent and family engagement needs to be a priority for our District. In addition to health concerns related to the COVID-19 pandemic, students and families have expressed anxiety about the social aspects of returning to the classroom.</p> <p>When schools and families work together, students will be more successful and as a result, the community as a whole benefits. With opportunities for increased communication and ensuring that our families feel like they are valued as members of the school community and partnerships will be formed.</p> <p>This is aligned with the CMS SCEP and ‘How learning Happens document, and the Equity Self-Reflection survey because one of the Middle School’s commitments to “We commit to strengthening our ability to address the social emotional needs of all of our students and staff by deepening connections among students, staff and the community.”</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Creation of a Family liaison advocate stipend position and EPIC Steering Committee	The Catskill EPIC Steering committee will meet monthly to identify goals and implement strategies to improve parent, community, and school collaboration and involvement.	Participation in EPIC surveys and meetings (virtual and in-person) will increase. Goals will be shared out to all stakeholders	Incorporate into the Title One Grant. Hiring an advocate (stipend position)
Parent Engagement Events	EPIC will provide parent workshops in various topics to be determined by administration and the EPIC Steering committee through the 2021-2022 school year.	Schedule of events Participation in these events	Schedule
Implement Process for understanding level of family engagement	Building Teams will utilize a self-reflection tool, to ascertain their thoughts on family engagement. (Muscott & Mann, 2004 Adapted from Epstein (2003) and Fullen (1991) Development of a plan	Plan will be created and shared out with all stakeholders.	
Develop authentic relationships with families and community	To begin the school year, regular town hall meetings will be held to keep parents up to date on happenings in the schools and provide an opportunity for parents	Parent Survey participation and Results.	Procedure for staff to submit information for the newsletter. (Team, Clubs & Departments) Distribution plan

Priority 3

organizations	to ask questions and give feedback. Hosting school events where all students and families are strongly encouraged to attend.		
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

50% of families in the community attend at least one district-wide event.

70% of staff members from each building will attend at least one of the district-wide events measured by a sign-up sheet.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2021-22?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the District's vision, values and aspirations?</i>• <i>Why did this emerge as something to prioritize?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the district's long-term plans?</i>• <i>For Districts with identified schools:</i><ul style="list-style-type: none">○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i>	

Priority 4

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2021-22?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Priority 5

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Priority 5

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Junait Shah	Principal	CHS
Heather Bradt	Asst. Principal	CHS
Kerry Overbaugh	Principal	CMS
Michael Zabinski	Asst. Principal	CMS
John Rivers	Principal	CES
Stacey Connor	Asst. Principal	CES
Caitlin Davis, Angela Halwick, Brian Smith, Jessica Gonzalez	PBIS Team	CES
Christie Berard, Jenn Manning, Jodi Chirkis, Michelle Ryan, Sara Endress	PBIS Team	CMS
Jamie Nassar, Kim Bushane, Wendy Casalino	PBIS Team	CHS
Elizabeth Conrad/Colleen Clancy	Teachers	CMS/CHS

Stakeholder Participation

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
July 13, 2021	HS Distance Learning Room
July 23, 2021	HS Main Office
July 2021 (Individual/Group District-wide grant work)	Virtual/Electronic
July 29, 2021	Virtual/Electronic

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	<i>Representatives from each grade level were identified and represented their teams and their perspectives.</i>
Parents with children from each identified subgroup	<i>Parent representative was identified based on the identified subgroup. This parent also led a parent group previously, whose goal was to ensure all parents had a voice in their child's education and were active participants in the school community.</i>
Secondary Schools: Students from each identified subgroup	<i>Due to COVID restrictions, information from the previous year was utilized. 'No Place for Hate' student representatives identified areas of concern and broke down the results from the January 2020 Culture and Climate Survey that was completed by students, staff and parents.</i>

Submission Assurances

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).