



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Catskill Central School District	Thomas Bongiovi (Interim)

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	<b>We will continue to prioritize the reduction of chronic absenteeism rates</b>
2	<b>We will continue to prioritize the social emotional needs of staff and students while providing a cohesive, relevant curriculum that is accessible to all students.</b>
3	<b>We will continue to prioritize deepening connections and building relationships among students, staff, families and the community.</b>

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Reduction of Chronic Absenteeism rates</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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 2021-2022 school year, the District made limited growth in this area.</p> <p>With the pandemic behind us, there is an opportunity for significant growth in this area. It is important that we prioritize engaging students and families in establishing routines for positive attendance. Over the course of the year, we will need to be deliberate in planning our support for students who are struggling to attend school on a regular basis, including working with community agencies as needed.</p> <p>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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implementation 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>Attendance data will be tracked and shared out to staff, students and families.</p>	<p>Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly DATA team meetings.</p> <p>SIRS 107 Report</p>	<p>Climate survey with targeted Attendance and belonging questions</p> <p>Meeting time</p> <p>Incentives- ie: Certificates</p>
<p>Weekly Attendance meetings</p>	<p>The attendance committee will meet weekly to cover the following:</p> <p>*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</p>	<p>Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly DATA team meetings.</p> <p>As needed, adjustments may be made to the strategies based on data analysis.</p>	<p>Scheduled, sacred meeting time</p> <p>Weekly data pull</p> <p>Mentor training/ fingerprint clearance costs for mentors</p>

Priority 1

	<p>discuss the importance of regular school attendance and identify any variables.</p> <p>*Create individual plans to address barriers to school attendance.</p> <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>		
<p>Incentive Programs</p>	<p>Building level PBIS Teams and Attendance will develop incentives to encourage/reward students attendance</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>Cost of incentives</p>
<p>Targeted Support</p>	<p>Students and their families will receive targeted support to remove barriers from attending school.</p> <ul style="list-style-type: none"> <li>● counseling</li> <li>● letters- Including District Attorney</li> </ul>	<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>Liaisons with outside agencies</p> <p>*Cost of contract for Twin Counties and Greene County Sheriff's Department (SRO)</p>

Priority 1

	<ul style="list-style-type: none"> <li>● phone calls</li> <li>● home visits</li> <li>● Involvement of outside agencies             <ul style="list-style-type: none"> <li>○ Twin Counties</li> <li>○ School Resource Officer</li> </ul> </li> </ul>		(Also in Priority Two)
<b>Communication of attendance expectations</b>	<p>School leaders will clearly communicate the school’s attendance policies with the staff and families.</p> <p>Surveys will be utilized to provide student/family viewpoints on attendance issues and concerns.</p>	<p>Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly Data team meetings.</p>	<p>Student/Family survey</p> <p>News releases on attendance</p> <p>Parent Liaison Stipend</p>

## 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 2022-23 school year.

- **Increase students' level of agreement on the district's School Climate Survey questions that pertain to attendance 10%**
- **Chronic Absenteeism rate for all students will decrease by 5%**
- **Building Level attendance rates will exceed 93%**
- **Students identified as chronically absent will have a tiered intervention plan.**

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>We will continue to prioritize the social emotional needs of staff and students while providing a cohesive, relevant curriculum that is accessible to all students.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The District believes that students cannot reach their full learning potential if their social emotional needs are not addressed first.</p> <p>Through additional social emotional support and integration of culturally responsive teaching, we hope to instill self-confidence, self-worth and self-discipline that will benefit students both in and out of school.</p> <p>As we re-engage in precovid levels of curriculum and rigor, we recognize the level of anxiety on staff and students alike. Current Assessment and benchmark data demonstrates that we are showing improvement.</p> <p>Student survey data shows levels of anxiety are still high. Surveys also show that students think that instances of racism and bias are higher than they were pre-covid.</p> <p>We continue to be committed to promoting a learning environment aligned with our ‘paw laws’ Be Safe, Be Responsible and Be Respectful or all members of our school family and community,</p>

## 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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</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 (DWIG) 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>Successful implementation of strategies that are incorporated in the District-Wide Improvement Grants.</p>	<p>Money and/or continuing education credit for staff working during summer months.</p> <p>Money geared towards assemblies to meet identified SEL goals. ie: Tay Fisher: anti-bullying prevention program Sweethearts and Heroes SEL Program</p>
<p>Contracting with “Twin Counties” to provide integrated staff at CES</p> <p>Contracting with EveryDay Speech</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> <ul style="list-style-type: none"> <li>Life skills education</li> </ul>	<p>Qualitative information obtained through interviews</p>	<p>Cost of Contracts:</p> <ul style="list-style-type: none"> <li>Twin Counties</li> <li>EveryDay Speech</li> <li>Office Space</li> <li>Professional Development</li> </ul>

Priority 2

	<ul style="list-style-type: none"> <li>• Training for parents, teachers, staff and the community at large</li> <li>• Classroom education</li> <li>• Positive alternatives for youth</li> <li>• Confidential referrals</li> </ul>		
Addition of a School Resource Officer at the secondary Campus	The SRO will assist the school administration in maintaining a safe and secure environment while developing positive relationships with the students.	Qualitative information in interviews with staff and students.  Parent/Student survey	Cost of Contract: Office Space
With students, build environments that are inclusive to all.	Middle and high schools will expand club or afterschool offerings including the addition of DEI clubs.	Percentage of students participating in clubs and activities will increase.  Creation of a weekly club/activity calendar that is shared out on social media and Google Classrooms.	DEI Advisor Stipends, materials and supplies  After-school bus transportation
Monthly SEL Themes	Monthly Themes developed to address various SEL needs (ie: Awareness, Resilience) Specific dates will be developed for participation in the identified activities. (Vary by building as per their PBIS plans)	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.

## 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 2022-23 school year.

Students/Parents will respond to student surveys:

90% of students will agree or strongly agree with the statement, "My teacher (child's teachers) cares about me (them)."

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.

70% of students will share positive experiences about the School Resource Office/Twin Counties.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>We will continue to prioritize deepening connections and building relationships among students, staff, families and the community.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>It is the belief of the Catskill CSD that parent and family engagement is a priority for our District. We recognize that our schools are the heart of our community and they rely on us to support our students with positive role models and inclusive learning environments. We understand and value these relationships and connections.</p> <p>This priority 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 is:</p> <p><b>“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.”</b></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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Expand the Family liaison advocate position and solidify the <i>EPIC</i> Steering Committee	The Catskill Parent Steering committee, led by the parent liaison, will meet monthly to identify goals and implement strategies to improve parent, community, and school collaboration and involvement.	Participation in parent/community surveys and meetings (virtual and in-person) will increase. Goals will be shared out to all stakeholders	Incorporate into the Title One Grant. Parent Liaison Position
Parent Engagement Events	The Catskill Parent Steering committee will provide parent workshops on various topics to be determined by administration and the Steering committee through the 2022-2023 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	Plans will be created and shared out with all stakeholders.	Board Policy on Family Engagement

Priority 3

<p>Develop authentic relationships with families and community organizations</p>	<p>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 to ask questions and give feedback. Hosting school events where all students and families are strongly encouraged to attend.</p>	<p>Parent Survey participation and Results.</p>	<p>Procedure for staff to submit information for the newsletter. (Team, Clubs &amp; Departments) Distribution plan</p>
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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 2022-23 school year.

- Adoption of BOE Policy on Parent and Family Engagement
- Parent surveys (currently in development) that demonstrate that parents feel comfortable communicating with the school, are engaged in their students learning and feel the schools are there for their students)
  - NOTE- A baseline survey was done over the summer



## 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
Kerry Overbaugh	Principal	CMS
John Rivers	Principal	CES
Stacey Connor	Parent Liaison	CES
Caitlin Davis, Angela Halwick, Nicole Maccaline, Sharon Tedford	PBIS Team Next Steps CES DWIG Grant (Teachers)	CES
Hannah Miner, Jenn Manning, Jodi Chirkis, Michelle Ryan, Sara Endress, Beth Daly, Alex LoBoanco	PBIS Team DWIG Next Steps CMS Grant (Teachers/Counselors)	CMS
Karen Fellows, Kim Bushane, Wendy Casalino	PBIS Team Next Steps DWIG CHS Grant	CHS

Our Team's Process

	(Teachers/Counselors)	
Elizabeth Conrad/Colleen Clancy	Social Emotional Monthly Activities DWIG (Teachers)	CMS/CHS
Vanessa Adair, Ella Kessel, Marlene Merchant, Jen Osswald	Social Emotional Monthly Activities DWIG (Psychologist, Counselors,	CES
Trinya Warner, Bettina Young, Liz Conrad, Kim Bushane, Jean Duncan	Staff- Issues in Parenting Grant DWIG	CMS/CHS
Amy Bulich, Angela Halwick, Destiny Perez, Ann Bryant, Jenna Venneri	Multicultural Anti-Bias Read alouds DWIG	CES

## Meeting Dates

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

Meeting Date	Location
4/11/22, 5/9/22, 6/6/22, 9/7/22	CMS/CHS DL Room
7/6/22	CES AP Office
7/18/22	Virtual
<b>7/19/22</b>	CMS Guidance Office

## Districts with TSI Schools Only

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

Stakeholder group	How have the perspectives of this group 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. Summer Grant (DWIG) information was utilized.</i>
Parents with children from each identified subgroup	<i>Parent representative was identified based on the identified subgroup.</i>
Secondary Schools: Students from each identified subgroup	<i>Students were chosen based on membership in the building level DEI clubs, including "No Place for Hate" representatives.</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](mailto:DCIP@nysed.gov) by August 1, 2022, 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).