



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Catskill CSD	Catskill Middle School	6-8

Collaboratively Developed By:

The Catskill Middle School SCEP Development Team

SCEP Team Members:

Kerry Overbaugh, Annie Coageri, Beth Daly, Kim Vela, Alex LoBianco, Caty Dodig, David Taylor, Jodi Chirkis, PBIS & CARE Team, Summer Grant work

And in partnership with the staff, students, and families of Catskill Middle School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-2023 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

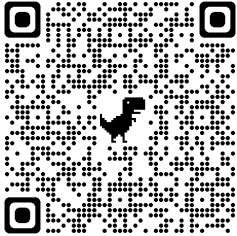
Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>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> <p>We also commit to ensuring that we provide anti-bias and anti-bullying resources within their existing programming to form one powerful message that all students have a place to belong</p>
<p>Why are we making this commitment?</p> <p><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 school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	<ul style="list-style-type: none">• We believe that students cannot reach their full learning potential if their social emotional needs are not addressed first.• Students shared during a student survey that they are seeing an increase in biased comments.• In weekly staff housekeeping surveys, staff shared that we made huge gains with 'the return' to normal following covid isolations and virtual learning,

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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>Increased emphasis on cooperative learning groups</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>	<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.</p>	<p>The Middle School schedule allows 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.</p>
<p>Monthly SEL Themes</p>	<p>Monthly Themes were developed to address various SEL needs (ie: Awareness, Resilience)</p>	<p>Student & Staff surveys.</p>	<p>Materials for projects (TBD).</p>

Commitment 1

	<ul style="list-style-type: none"> ● Counselor in the Classroom ● PBIS Monthly Assemblies 	<p>90% of staff and students will participate in the activities.</p> <p>Feedback will be solicited for future SEL activities.</p>	<p>Material for Bulletin Boards</p>
<p>Continuation of the CCSD Mindfulness Resource Center for Staff started in 21-22.</p>	<p>A shared site was created for staff to share activities to support staff mental health.</p>  <p>Staff activities to promote health and wellness</p>	<p>Weekly Housekeepings will include survey information for staff to provide feedback.</p>	<p>QR Code shared out to staff and displayed on the staff homepage.</p> <p>Cost of Staff Activities</p>
<p>Continued targeted efforts to increase participation in after-school clubs Addition of a Diversity Club</p>	<p>Extracurricular Student interest survey, then communication with students/families on clubs available. Meetings to begin in October. Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance and anti-bullying, anti-biased activities. (ie: No Place for Hate)</p>	<p>50% of students will participate in after-school activities. (With more anticipated as the year progresses. Club Attendance submitted weekly.</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors</p>

Commitment 1

<p>Increased opportunity for family communication with CMS administration and faculty.</p>	<p>To begin the school year, weekly 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.</p> <p>Monthly newsletters will be shared out via email, website and social media to keep parents informed of events and happenings at CMS.</p> <p>Addition of a Parent-Liaison Coordinator (district-wide)</p> <p>Addition of a 6-12 Crisis Counselor to link school, community and family supports</p> <p>Counselors will be part of the CMS CARE Team and help facilitate relationships with other outside agencies to best meet the needs of students and their families.</p>	<p>Parent Survey participation and Results.</p> <p>Minutes from PL Meetings</p>	<p>Procedure for staff to submit information for the newsletter. (Team, Clubs & Departments) Distribution plan</p> <p>Parent-Liaison Stipend</p> <p>Cost of Newsletters</p> <p>Cost of Parent-Workshops</p>
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Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	There are after school activities that I want to participate in. I feel comfortable in school. I know who/what my resources are at CMS if I am feeling down or need someone to talk to I can really be myself at this school. I fell like the adults in the school care about me.	85% for all
Staff Survey	The school makes sure all students can experience success. CMS values the work I do to support students beyond the curriculum.	90% for both
Family Survey	My child feels connected to this school. The staff at this school care about my student CMS effectively communicates with me. I feel that my student is safe at CMS.	80% for both

Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

High interest and participation in after-school clubs, activities and athletics.

Increased cooperative learning activities highlighted in 'peek of the weeks' and shared out at faculty meetings and on District communication platforms.

Feedback from bi-weekly CMS newsletters.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We will commit to the implementation of the RtI (Response to Intervention) periods with fidelity. (Identified in the School Master Schedule in 7th and 8th grade as ELA Enrichment and Math Enrichment. In 6th grade as Math Enrichment and Reading.</p>
<p>Why are we making this commitment? <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 school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> ● This commitment is important to reducing the academic gaps. ● The commitment is aligned to Catskill Middle School's mission statement. As we continue to work diligently to reduce the achievement gaps, students advance towards meeting and exceeding grade level expectations. ● The Master Schedule will include dedicated periods for RTI in ELA and Math. Students will be scheduled into these classes and teachers.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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>Quarterly Grand Round (RTI) Meetings to review student data and track student progress</p>	<p>These meetings will be included in the building calendar to ensure that we are tracking student progress. The school counselor will schedule meetings with the team leaders. During the meeting, a collaborative action plan inclusive of a follow-up date will be developed during the meeting to support the student. After all academic and/or behavioral support options are explored, the school psychologist will facilitate referrals to the CSE.</p>	<p>Progress monitoring in FastBridge. Teacher comments and feedback during Grand Round Meetings State Assessment Data Benchmark (Common Assessment) Data</p>	<p>Scheduled Meetings RTI Staffing (ELA & Math) Master Schedule with RTI periods included</p>
<p>Professional Development on research-based strategies</p>	<p>A review of Rtl protocols will be conducted at the beginning of the school year at the Opening Faculty Meeting Research-based interventions will be shared with all staff members. Training in FastBridge.</p>	<p>Feedback from teachers receiving the individualized support coupled with student assessment results will determine if the strategy is working. Beginning of the school year identify teachers who</p>	<p>Scheduled meetings FastBridge PD Distribution of Assessment Data Fastbridge Stipends</p>

Commitment 2

		are in need of additional support	
Students scheduled into RTI classrooms	Information from Grand Rounds will be utilized to group students into RTI classes.	Identification in School Tool of students. Addition of RTI Flags in School Tool.	Grand Round Data School Tool team function Master Schedule
Data meetings	Scheduling team and individual data meetings with administration to review data trends and to create instructional next steps.	Increase in student proficiency rates of triangulated data points, unit assessments, teacher created assessments, standardized assessment	FastBridge SchoolTool Data NYS Assessment Data
Student Self- Reports	Return to the practice of students reviewing their progress and quarterly report card data and setting goals	Student ownership	Report Card data Students forms

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I am receiving additional help in ELA and Math. The teacher is meeting with me individually or in a small group to assist me with understanding in ELA and Math. My teacher(s) are breaking things down in a way I can understand.	80% for all
Staff Survey	I have an understanding of research-based strategies to support various levels of student proficiency The addition of ELA and MATH RTI has had an impact on student proficiency in these areas.	80% for all
Family Survey	I have an understanding of what RTI is at CMS and why it is important for my student to participate in it. The teachers have shared how I can support my student in Math and ELA.	80% for all

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Administrative Rtl checklist reveals implementation with 90% fidelity.

FastBridge assessment data denotes an increase in grade level proficiency rates by 65%.

State Assessment Data shows CMS ELA and Math assessment above QUESTAR average & State Assessment Average, and improvement in Cohort Data.

Commitment 2

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to continuing our work on reducing chronic absenteeism.</p>
<p>Why are we making this commitment? <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 school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> ● Reduction of Chronic Absenteeism is critical if we are going to meet the academic/social and emotional needs of our student

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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>School Administration will review attendance data for the 21-22 School Year to develop lists of students in need of tier two and tier three supports and interventions for 22-23</p>	<ol style="list-style-type: none"> 1) During the 21-22 School year, students in grades 5-7 who were chronically absent will be receive tier 3 supports 2) During the 21-22 School year, students in grades 5-7 who missed between 10-17 days of school will be given tier 2 support during the first half of the year. 	<p>Attendance Data Mentoring Lists CICO Data</p>	<p>CICO (Check in/Check out surveys)</p>
<p>School Administration will work with CARE team members to develop tier 2 and tier 3 supports</p>	<p>Tier 3: Includes identifying staff/HS Students who will work as mentors, and develop expectations for the role of the mentor. Tier 2: Establishing contact early and often with the student’s home and monitoring factors that may be likely to affect student’s attendance.</p>	<p>Attendance data</p>	<p>Incentives Mentor Stipends</p>
<p>Increased Communication with all stakeholders</p>	<p>The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Staff will utilize School Tool and School Messenger to call the home of each student who is not in attendance each day. The same process will happen for students that are also late to school. Staff</p>	<p>Phone call logs Home visit information Increased attendance rates Reduction in Tardies</p>	<p>Membership in the Greene County Youth Advisory Task Force Newsletter items</p>

Commitment 3

	<p>mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</p>		
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel connected to the adults at CMS. I have friends at CMS School is important.	80% will agree 80% will agree 80% will agree
	School Makes me feel anxious	Less than 30% will agree
Staff Survey	CMS supports home/school relationships	90% will agree
Family Survey	CMS supports home/school relationships	80% will agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Chronic absenteeism as identified by SchoolTool and SIRS data will show that all-students groups will have a rate of 15% or less. Chronic Absenteeism for identified Catskill Middle School Subgroups will be 25% or less.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Establish an Early Warning Intervention and Monitoring System
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Reduce Chronic Absenteeism

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Kerry Overbaugh	Principal
Annie Coager	Assistant Principal
Beth Daly	School Counselor
Elizabeth Conrad	Teacher
Kim Vela	Parent
Jodi Chirkis	Team Leader
Alex LoBianco-Klepice	School Social Worker
Caty Dodig	Team Leader
Dave Taylor	Team Leader/Teacher
Caitie Cummings	Student

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
May 31, 2022			x	X		X
Jun 10, 2022			X	X		
Jul 6, 2022		X	X	X		
Jul 18, 2022	X		X	X		
Jul 19, 2022	X		X			
Jul 28, 2022			X		X	
Aug 1, 2022			X		X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Students input was essential to understanding how they viewed themselves in the school. They shared their thoughts on bias and bullying types of behaviors

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The survey helped us identify areas that we would benefit from improvement.
For the 2022-2023 School Year we plan to incorporate much of the self-reflection questions into our student surveys and weekly housekeeping feedback surveys.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2022.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2022-23 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2022-23 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.