New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

School Comprehensive Education Plan
2023-24

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

Collaboratively Developed By:

The Catskill Middle School SCEP Development Team
SCEP Team Members:
- Kerry Overbaugh
- Annie Coager
- Kim Bushane
- Catherine Dodig
- Beth Daly
- Jodi Chirkis
- Michelle Ryan
- David Taylor
- Carli Gazoorian
- Joe Geraci

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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to strengthening our ability to provide a cohesive, consistent, rigorous curriculum in order to improve student outcomes.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	***How does this Commitment fit into what we envision for the school?*** ● We seek to establish curricular coherence by department, grade level while implementing literacy across all content areas. With greater coherence, students will have a more consistent, positive academic experience, where expectations for their learning in each class are clear. ***How does this Commitment relate to what we heard when listening to others?*** ● Survey results and team discussions have shown the need for curriculum alignment and instructional strategies in departments and across grade level teams. Currently there is no system in place for ***How does this Commitment connect to what we observed through analysis?*** ● FastBridge, NYSED Assessment and Grand Rounds data indicates the need for increased focus on math and literacy outcomes, including reexamining, strengthening and aligning our curriculum. ● 2023 NYS Assessment Data demonstrates a need for the realignment of curriculum to address gaps and increase proficiency.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Review of Curriculum materials on Rubicon-Atlas	90% of unit timelines are mapped for the year. 50% of course content mapped	
	Walkthrough data	90% of common strategies that were identified from the DTSDE survey are used across all classrooms.	
	EOY Grand Rounds Data (Fastbridge, Quarter Grades and NYS Assessment)	80% of students perform on or above grade level.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	I know how to access and utilize the information on the student portal. I know where to find information about my classes and activities going on for my grade/school. My team leader is_____	80% Agree or Strongly agree. 80% Agree or Strongly agree. Varies	
Staff Survey	I have the resources to link the strategies, content, and materials from previous grades to the current grade. Opportunities are available for teachers to collaborate with other content area teachers and partners to identify connections across content areas and disciplines.	80% Agree or Strongly agree for all.	

Family Survey	CMS teachers and administrators communicate with me effectively regarding my child's progress and educational needs. (Previous Year 58.4%)	70 % Agree or Strongly agree for.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Review of Curriculum materials on Rubicon-Atlas	90% of unit timelines are mapped for the year. 50% of course content mapped	
	Walkthrough data	90% of common strategies that were identified from the DTSDE survey are used across all classrooms	
	EOY Grand Rounds Data	60% of students are on or above grade-level.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	**What data will we be reviewing?**	**What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)**	**What we ended up seeing** (complete six to ten weeks into the school year)
Student Data	Grand Rounds Data	Students Fastbridge Data, Quarter One Data and State Assessment will be utilized to establish baseline information for the 23-24 School Year.	
Adult/Schoolwide Behaviors and Practices	Walk-through Data Rubicon Atlas Data	Tiered Cats Can Statements visible- Peek of the Weeks. Evidence of Do Nows-Exit Tickets 100% of staff will have begun the mapping process.	
Student Behaviors and Practices	Student Survey	75 % of students will identify that they are aware of classroom expectations across the curriculum and teams.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Mapping using Rubicon Atlas	● Train teachers in the curriculum mapping process and time provided for teachers to create maps. ● Use RESULTS/Data team meeting time to discuss maps and horizontal alignment. ● Identify areas that align with the current NYS Learning Standards and create a pacing chart for each grade level/content area. ● Data meeting minutes will reflect discussions of horizontal alignment. ● Curriculum mapping will be a standing agenda item at Department Leader meetings each month	● Rubicon Atlas ● QUESTAR BOCES instructional support staff ● Professional Development Opportunities ● Funds for implementation work ● Meeting Schedules ● Minutes/Agendas
Implement an ELA/Literacy Curriculum **Line Items on Grand Round Sheets for NYS Assessments, Fastbridge, Quarter Grades and Benchmarks**	● Pilot ELA/Literacy Curriculum at CMS. ● Professional Development in the use of the new program. ● Benchmarks will be aligned to NYS ELA ● Grand Rounds Spreadsheets	● Funds for curriculum purchases and professional development. ● Additional funds allocated for QUESTAR BOCES ELA staff developer.
Implementation of instructional strategies aligned to the expectations of Next Gen Standards and Tenet 3 of the [Comprehensive DTSDE School Framework](#)	● Increased use of Data to Drive instruction and Uncommon Schools "Increasing Rigor throughout the lesson: Data-Driven ClassRoom Best Practices. ● Tiered 'Cats Can' statements that are measurable and aligned to lesson objectives ● Use of Do Now and Exit Tickets ● The use of daily formative assessment. (e.g. do now and exit tickets, fist to five, and other checking for understanding strategies.)	● Funds for Professional Development Opportunities ● Teacher Binders with Protocols and expectations ● Funds for curriculum alignment grant work ● Walk-through protocol

	● Use the results of this assessment data to adjust instruction to address gaps and provide enrichment. ● Use of differentiated Instruction and questioning for understanding and increased engagement. ● Students tracking their own data ● Create peer-to-peer support strategies	
Increase teacher collaboration across content area	Teachers collaborate with other content area teachers and partners to identify connections across content areas and discipline	● Funds for Professional Development Opportunities (Substitutes and summer hours) ● Material for Collaboration ● Schedule with Common planning time ● Department Meeting Agenda Items

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to helping students take ownership of their learning and support them in building trusting relationships as the foundation for being more engaged in their learning. The focus is for students to have increased motivation and drive towards their academic success. We commit to making every student feel safe, respected, and supported.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	At CMS we call ourselves a 'family.' We want our students to participate in clubs and activities and take initiative in being a part of our school community. Utilizing CMS GrandRounds data and staff surveys and housekeeping feedback, students were identified as not meeting proficiency in core instruction because of lack of student ownership, motivation and attendance. Teachers also identified issues with insufficient completion of assigned instruction. In viewing State Assessment and Grand Rounds data and interviewing staff and attending team meetings., we concluded that students are choosing not to be successive vs. they do not have the ability.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	School Tool Attendance, discipline & Course Grades Goal Sheets Participation Data	Reduction in student absenteeism and tardiness. Increase in course passing. Increase in student ownership and goal setting. Improved attendance at building events like Open House and parent teacher conferences.	

Commitment 2

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I take my responsibility for my learning. A goal I set for myself is…. What would you change about choosing a goal the next time you create one? I feel that I have a voice in setting my goals. (decision making.) (Current 53.5%)	Varies Varies Varies Increase to 80%	
Staff Survey	The students in my class(es) come to class prepared with the appropriate supplies. (Previous Year 25%) My students have set goals for themselves and their learning in my classroom.	Increase to 80% for both	
Family Survey	I feel comfortable and empowered to advocate for my child at CMS. (Previous Year 68.3%) The school's policies and programs reflect, respect, and value the diversity of the families in the community (Previous Year 56.7%)	Increase to 75% for both	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Attendance Referral Data Peer Conflict	Increase in Attendance % Reduction in tardies	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data			
Adult/Schoolwide Behaviors and Practices	Peek of the weeks/ walk-through data.		
Student Behaviors and Practices	Increase in student Attendance	Increase in student attendance by 2% over the previous year. (22-23) Grade 6 (PY- 92.72%) Grade 7 (PY 91.57%) Grade 8 (PY 91.96%)	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Redesign the Middle School Schedule	Middle School Staff will have common planning time during period 7 to allow time for staff to meet as teams, across content areas as well as in departments in an effort to support students and their learning and provide opportunities for family engagement and communication. All students not in band/chorus or living environment will be enrolled in an academic support period 9, where they will be provided opportunities to work with their teachers on assignments, make-up missing work and set learning and social goals.	Professional Development for teachers on supporting students in setting goals. Parent SquareTraining PBIS plan to support student social goals. Schedule

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	**We commit to creating a welcoming environment for both our students and families through increased communications, opportunities to develop and foster home/school relationships.** **As a faculty/staff we feel it is important that every child feels safe, respected, supported and a true sense of belonging.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We believe for students to reach their social, emotional and academic potential families need to be part of the process at Catskill Middle School. In the last last CCSD Family Engagement Survey 68.3% felt comfortable and empowered to advocate for their child at CMS while 56.6% felt that "CMS feels like a place where 'families 'belong.'"

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	2023-2024 CCSD Family Surveys	An increase of at least 10% in family's sense of belonging at CMS.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	Student Survey	Student survey questions will demonstrate that	

		65% of students at CMS are accepting of each other regardless of race, gender and ethnicity. (Currently 50.9%)	
Staff Survey	This School provides the materials, resources and training necessary for me to support students' emotional needs. (29.7%)	Increase to 80%	
Family Survey	I feel comfortable and empowered to advocate for my child at CMS. (Previous Year 68.3%) The school's policies and programs reflect, respect, and value the diversity of the families in the community (Previous Year 56.7%)	Increase to 80% for both	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Parent participation in PTSO and at school events/activities. Parent Portal Login data Parent Survey	An increase over early progress milestones (TBD)	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	**What data will we be reviewing?**	**What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)**	**What we ended up seeing** (complete six to ten weeks into the school year)
Student Data			

Adult/Schoolwide Behaviors and Practices	Peek of the weeks and walk-through data	75% of faculty and staff will incorporate culturally diverse materials into their curriculums.	
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Start a Parent Teacher Student Organization (PTSO) to further share culture, community and partnership within the school community.	Canvas parents, teachers and students to join the new PTSO by advertising it on the school website and social media. Host meetings on a bi-monthly basis.	Space and time to meet. Staff members stipend to chair/plan the PTSO. Stipend funding for staff serving on this team. Assist with family focused events. Parent-Liaison Stipend
Create family focused events throughout the school year	The following events are potential opportunities: ● Back to School night ● 5th/9th grade transition night ● Monthly meetings ● TBD by PTO	Calendar of events System to track family attendance and participation in school events. Use of Parent Square to communicate events
Increase culturally relevant resources and provide equity training for staff and students.	Providing staff with equity training to better understand and relate to all students within the district.	Assembly/Professional Development to provide equity training to students.

	Increase access to current culturally relevant resources for staff and students. Training for staff on how to incorporate culturally relevant materials into their curriculum and provide lesson sharing platforms. Host an assembly that provides equity training for middle school students.	Purchase additional culturally relevant resources in both written and digital format. Budget for culturally relevant materials and materials for the CMS building and individual classrooms. (ie:texts) classroom.
Home Visits/Parent Meetings	Members of CARE Team and CMS faculty/Staff will meet with identified families and students to establish relationships and discuss the goals and aspirations they have for their child..	After School Funding Sub Coverage Addition of a District Social Worker with focus on Attendance
Continued (from 22-23) targeted efforts to increase participation in after-school clubs	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 ani-bullying, anti-biased activities. (ie: No Place for Hate)	50% of students will participate in after-school activities. (With more anticipated as the year progresses. Club Attendance submitted weekly.
Continued opportunity for family communication with CMS administration and faculty.	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. Monthly newsletters will be shared out via Parent Square and Social Media. Supporting families with community and building resources	Parent Survey participation and Results. Minutes from PL Meetings Parent-Liaison Coordinator Stipend and Expectations

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	Professional Learning Community (PLC)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	A common planning period for 90%+ CMS staff as well as an academic support period for 80%+ CMS students. Admin PD from Thomas Guskey on Assessment
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Expanded opportunity to meet with grade level teams including exporatories as well as across grade levels. More department level and results oriented work directed to Middle School curriculum and teaching strategies.

☐ 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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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	CMS Principal
Annie Coager	CMS Asst. Principal
Beth Daly	School Counselor
Kim Bushane	School Social Worker
Jennifer Osswald	School Social Worker/Parent
Jodi Chirkis	6th Grd Team Leader/Teacher
Michelle Ryan	7th Grd Team Leader/Teacher
David Taylor	8th Grd Team Leader/Teacher
Kim Vela	Parent
Carli Gazoorian	Art Teacher
Joe Geraci	Music Teacher

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/11	X	X	X	X	X		
5/15	X			X			
5/18		X	X				
6/14	X	X	X		X		
6/21						X	
6/28							X

Learning As A Team

Directions

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

Student Interviews

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

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.00000000000
   e.