



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Catskill Central School District	Daniel Wilson

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We are committed to strengthening our ability to provide a cohesive, consistent, rigorous curriculum in order to improve student outcomes.
2	We commit to creating a welcoming environment for both our students and families through increased communications, opportunities to develop and foster home/school relationships.
3	We will continue to prioritize the reduction of chronic absenteeism rates.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2023-24?	Strengthen our ability to provide a cohesive, consistent, rigorous curriculum in order to improve student outcomes.
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<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. CCSD realizes that a guaranteed and viable curriculum will have a direct effect on improving learning outcomes for all students.</p> <p>RECENT SIRS DATA- Graduation rates, 3-8 assessment data make this the right priority to pursue for our school community.</p> <p>As CCSD normalizes after the pandemic, there is a great need to reassess student learning outcomes and establish systems that ensure curricular integrity throughout our school district. Through the use of NYSED data, Fastbridge, RTI, and stakeholder survey data, a clear need is identifiable. The need is an increased focus on K-12 math and literacy outcomes, aligned curriculum to facilitate best practices and identify instructional and learning gaps.</p> <p>This priority will support the SCEP of the Catskill Middle School that is identified as a TSI school for Black and Hispanic student achievement and the district as a whole where persistent gaps exist across student populations.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Alignment and Mapping	<ul style="list-style-type: none"> • Train teachers in the curriculum mapping process and time provided for teachers to create maps. • Use meeting time to discuss maps and horizontal & vertical alignment. 	<ul style="list-style-type: none"> • Rubicon Atlas • QUESTAR BOCES instructional support staff • Professional development opportunities

Priority 1

	<ul style="list-style-type: none"> Identify areas that align with the current NYS Learning Standards and create unit calendars 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 	<ul style="list-style-type: none"> Funds for implementation work Encumbered preparation time across all buildings to support mapping Minutes/Agendas from department/grade level/team/results meetings
Data Reporting	<ul style="list-style-type: none"> Establish norms and processes for data collection and reporting building level student achievement reports to BOE in public 	<ul style="list-style-type: none"> Quarterly data reports submitted to the superintendent of schools to be shared with BOE Yearly building level (CES, CMS, CHS) student achievement reports to BOE in public session.
Increase teacher collaboration to implement curriculum and instructional strategies aligned to Next Gen Standards and Comprehensive DTSE School Framework	<ul style="list-style-type: none"> Teachers will work closely with each other as coordinated by building leaders on curriculum maps, assessments, and data for analysis. Define best practices for improved student outcomes Cat Can (objective) statements, formative assessment to drive instruction, differentiated instruction, questioning strategies, and others. 	<ul style="list-style-type: none"> Build master schedules that include common planning and instructional analysis time for teachers. Provide embedded PD for BOCES support specialists aligned to curricular initiatives in CCSD. Walk-through protocol for administrators and teachers.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Curriculum maps in Atlas have 90% of unit timelines mapped for the year and 50% of the course content entered.
- NYSED 3-8 test scores increase proficiency rates by 10%.
- Data measures will be collected and presented with fidelity across CCSD.
- Graduation rates for CCSD will increase by 4%.

Priority 1

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Quarterly data reports by buildings will measure Alas timeline and course content measures	June 1, 2024	
NYSED 3-8 test scores increase proficiency rates by 10%.	Summer 2024	
Quarterly data measures by building will be collected and presented with fidelity across CCSD.	June 2024	
Graduation rates for CCSD will increase by 5%.	July 2024	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We commit to creating a welcoming environment for both our students and families through increased communications, opportunities to develop and foster home/school relationships.</p> <p>As a school community we feel it is important that every child feels safe, respected, supported and a true sense of belonging.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>We believe for students to reach their social, emotional and academic potential families need to be part of the processes in the Catskill CSD.</p> <p>In the last last CCSD Family Engagement Survey 75.3% of survey participants felt comfortable and empowered to advocate for their child.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Support current and create Parent Teacher Student Organizations (PTSO) in each school building in CCSD 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. Building leaders will chair/plan the PTSO. Recruit staff to serve on this team.

Priority 2

		Assist with family focused events tp [provide refreshments and other items to encourage participation.
Create family focused events throughout the school year	<p>The following events are potential opportunities:</p> <ul style="list-style-type: none"> ● Back to School night ● 5th/9th grade transition night ● Monthly meetings ● TBD by PTO 	<p>Calendar of events</p> <p>System to track family attendance and participation in school events.</p> <p>Use of Parent Square to communicate events.</p>
Home Visits/Parent Meetings	Administration, SRO, school counselors and school social workers will meet with identified families and students to establish relationships and discuss the goals and aspirations they have for their child.	<p>After School Funding Sub Coverage</p> <p>Addition of a District Social Worker with focus on Attendance</p>
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 anti-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 CCSD administration and faculty.	<p>“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 Parent Square and Social Media.</p> <p>Supporting families with community and building resources</p>	<p>Parent Survey participation and Results.</p> <p>Minutes from PL Meetings</p> <p>Family-Engagement Coordinator Stipend and Expectations</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Create Parent Teacher Student Organizations (PTSO) in CMS and CHS by October 2023 to further share culture, community, and partnership within the school community.
- Create/expand 3 family focused events throughout the school year
- Increase culturally relevant resources and provide equity training for staff and students.
- Establish quarterly baseline data for home visits/parent meetings.
- Continued (from 22-23) targeted efforts to increase participation in after-school clubs
- Continued opportunity for family communication with school administrators and faculty.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Create Parent Teacher Student Organizations (PTSO) in CMS and CHS to further share culture, community, and partnership within the school community.	October 2023	
Create/expand 3 family focused events throughout the school year	April 2024	
Establish quarterly baseline data for home visits/parent meetings.	June 2024	
Continued (from 22-23) targeted efforts to increase participation in after-school clubs	November 2023	

Priority 2

Continued opportunity for family communication with school administrators and faculty.	2023-2024 school year	
--	-----------------------	--

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	We will continue to prioritize the reduction of chronic absenteeism rates.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<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. CCSD recognizes that student attendance has a direct correlation with achieving this mission.</p> <p>Recently released SIRS data shows that during the 2022-2023 school year, the District made incremental growth in this area. 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.</p> <p>Over the course of the year, we will continue 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>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of Protocols K-12 to address attendance issues.	District will oversee school leaders and attendance teams will 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. Attendance data will be tracked and shared out to staff, students and families.	Climate survey with targeted Attendance and belonging questions Meeting time Incentives- ie: Certificates
Weekly Attendance meetings	The attendance committee will meet weekly to cover the following:	Scheduled, sacred meeting time Weekly data pull Mentor training/

Priority 3

	<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 3 Priority 1 discuss the importance of regular school attendance and identify any variables. ● Create individual plans to address barriers to school attendance. ● Review attendance of those students receiving Tier 2 support. Consider moving students from Tier 2 to Tier 3. ● Review the attendance of those receiving Tier 3 support. 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>Evidence that the strategy is effective will be SchoolTool data reviewed weekly at building level cabinet meetings and monthly DATA team meetings. As needed, adjustments may be made to the strategies based on data analysis.</p>	fingerprint clearance costs for mentors
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- Including District Attorney ● phone calls ● home visits ● Involvement of outside agencies <ul style="list-style-type: none"> ○ Twin Counties ○ School Resource Officer <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 3

Incentive Programs	<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>	Cost of incentives
Communication of attendance expectations	<p>School leaders will clearly communicate the school's attendance policies with the staff and families. 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 news releases on attendance.</p> <p>Building principals will communicate with their school communities and also assess and analyze data on attendance that will be shared with the school district (Superintendent and BOE) each quarter of the 2023-24 school year.</p>

Priority 3

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 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.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Increase students' level of agreement on the district's School Climate Survey questions that pertain to attendance 10%	Fall 2023	
Chronic Absenteeism rate for all students will decrease by 5%	June 2024	
Building Level attendance rates will exceed 94%	January 2024 & June 2024	
Students identified as chronically absent will have a tiered intervention plan.	2023-24 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 (if applicable)
Brett Miller	Assistant Superintendent for Instruction	CCSD
Junait Shah	Principal	CHS
Kerry Overbaugh	Principal	CMS
John Rivers	Principal	CES
Stacey Connor	Family Engagement Liaison for CCSD	CES
Vanessa Adair	School Psychologist	CES
Carli Gazoorian	Teacher	CMS
Joe Geraci	Teacher	CMS
Jen Osswald	Social Worker/Parent	CCSD
Jean Duncan	School Counselor	CHS
Kim Vela	Parent	CCSD
Annie Coager	Asst Principal	CMS
Beth Daly	School Counselor	CMS
Kim Bushane	Social Worker	CMS/CHS
Dave Taylor	8th Grade Team Leader/Teacher	CMS
Jodi Chirkis	6th Grade Team Leader/Teacher	CMS
Michelle Ryan	7th Grade Team Leader/Teacher	CMS

Meeting Dates

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

Meeting Date	Location
5/11/23	Secondary Campus
5/15/23	Secondary Campus
5/18/23	Secondary Campus
6/14/23	Secondary Campus
6/21/23	Secondary Campus
6/28/23	Secondary Campus

Districts with Schools Identified for TSI/ATSI Supports 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	Representatives from each grade level were identified and represented their teams and their perspectives. Summer Grant (DWIG) information was utilized.
Parents with children from each identified subgroup	Parent representative was identified based on investment in the school district.
Secondary Schools: Students from each identified subgroup	Student voices were incorporated through student surveys.

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 31, 2023, 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).