



CATSKILL HIGH SCHOOL

341 WEST MAIN STREET
CATSKILL, NY 12414
(518) 943-2300

2023-24 Schoolwide Improvement Plan

Catskill Senior High School is in good standing for all of its students and subgroups from 2022-23.

1) *Provide opportunities for all children (including subgroups of students) to meet the challenging academic standards provided by New York State.*

All students here at Catskill High School meet with their school counselor to create a program that is relative to their needs. School Counselors visit classrooms every year via grade level and discuss the opportunities that are afforded to them for the upcoming school year. Each student's schedule is geared towards their success. Each week, the list of students that are not performing to standard are discussed in a meeting with school counselors, social workers, school psychologists and administration. Students are met with and followed up with.

2) *Use methods and instructional strategies that strengthen the academic program in school.*

Catskill High School collaborates with Questar III specialists in Math, ELA, Social Studies, Science, and Special Education to improve academic achievement, instruction, and provide professional development in specific areas. Departments meet vertically to discuss current trends with the specialists. Administration also completes walkthroughs in the building and creates professional development based on what is seen. During professional development, teachers have read articles based on current trends in education and reflect on ways to improve their craft. Our staff is also using Rubicon Atlas where they are tracking curriculum.

3) *Increase the amount and quality of learning time.*

Enrollment numbers were looked at and it was found that we were able to reduce one lunch period here at CHS. Typically, students eat during periods 5, 6, and 7. We were able to eliminate period 7 lunch which in turn eliminates other options for free time for students. This year, we also were able to add math intervention periods where students work closely with teachers to improve their math skills. Teachers pre-teach for upcoming lessons, help students that need to retake a Regents, etc. For this school year, we were also able utilize more teachers in academic



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seminars as opposed to teaching assistants. This allows students to receive more time with their teachers if they need support.

4) *Help provide an enriched and accelerated curriculum which may include programs, activities and courses necessary to provide a well-rounded education.*

We offer many clubs, activities, and athletic teams to help enrich our students. Some of our activities of note are FCCLA and Acceptance Alliance. FCCLA has seen numerous Catskill students holding leadership positions at the national and state level. Acceptance Alliance welcomes close to 40 students.

Teachers take students on field trips (in person, virtual, etc.), and our music students are able to compete in large scale activities such as NYSSMA. This year, we added two AP courses to our repertoire which include AP Spanish and AP Pre-Calculus. We have also seen an increase over the years in students taking upper level courses.

5) *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging academic standards, through activities which may include:*

A. *Counseling, school based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skill outside the academic areas.*

CHS has SEL curriculum that is tied into health and English courses. There is also a weekly cabinet meeting that discusses the needs of students both academically as well as their social and emotional well being. There is an additional attendance meeting where students in need of support are discussed. We also employ a program called Operation Graduation where a teaching assistant meets with students in groups of 6 or less for a period at a time. Students complete work and are also able to build connections with the SRO as well as the school social worker to help assist them with needs outside of school. This program has seen great success. CHS also has consistent communication with outside agencies such as DSS, Prevention, GCMH, and more.



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B. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

Catskill High School implements Positive Behavior Intervention Systems (PBIS) to support our entire student population. Additionally, we have a PBIS and SEL committee that consistently evaluates our strategies and works with our school community. This year, we are also looking at our MTSS/IST programs with a holistic approach to ensure that our systems are effective and resourceful.

C. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data from academic assessments, and to recruit and retain teachers, particularly in high needs subjects.

Professional development opportunities for staff are consistent throughout the school year. QUESTAR III Specialists are available for staff to deliver relevant PD each day they are in attendance. The schedule has provided the school with the opportunity to provide meaningful professional development each week if needed. Administration also provides relevant PD based on classroom walkthrough data. This happens at faculty meetings and workshops.