

Academic Success for All Task Force

Goal #1: Cato-Meridian School District will improve E/LA outcomes for all children.

| | |
|-------------------------------------|---|
| <p>Specific Who/What</p> | <ol style="list-style-type: none"> 1. Adopt and develop a consistent, sequential, comprehensive reading and writing E/LA K-8 program. 2. Provide time for on-going collaboration among K-12 E/LA teachers, including regular team and vertical meetings. 3. Develop grade-level E/LA outcomes and expectations distributed to all K-12 teachers, including different data points for RTI. 4. Utilize LETRS training K-8 and provide level 2 training for grades 3-8. 5. Create reading and writing goals and assessments across the K-12 curriculum. |
| <p>Measurable</p> | <p>Writing folders designed by K-12 teachers to monitor writing outcomes for each grade level, including 3 designated assignments, rubric and checklist which will be submitted by 100% of K-12 students.</p> <p>Use of multiple assessments chosen and/or designed by E/LA teachers as data points</p> <p>Grade-level E/LA expectations distributed to 100% K-12 faculty</p> <p>Increase level of proficiency on NYS E/LA exam 3-8</p> |
| <p>Attainable/ Achievable</p> | <ol style="list-style-type: none"> 1. K-12 writing committee established by June 2020 in each building to develop pacing calendar and expectations 2. Vertical and team meetings at each building (weekly or bi-weekly) 3. Summer work to create writing folders, pacing calendar and rubric 4. Reading committee established by January 2020 to select program supporting LETRS training 5. K-12 teachers in all disciplines will integrate reading and writing expectations for students. |
| <p>Relevant & Realistic</p> | <p>Collaborative planning and consistent programming are essential to meaningful and cohesive instruction. Reading and writing instruction and assessment are not limited to the E/LA classroom but are components of all disciplines. Scheduled communication across grade levels and disciplines will make E/LA instruction more effective and efficient.</p> |
| <p>Time Frame</p> | <p>Reading committee formed by January 2020</p> <p>K-3 reading program selection by June 2020 to be implemented in September 2020; 4-6 reading program by 9/21</p> <p>Vertical meetings to begin by January 2020</p> <p>Writing committee formed by June 2020</p> |

| | |
|--|---|
| | Writing folders and expectations created by August 2020 |
|--|---|

Goal #2: Cato-Meridian School District will utilize to the fullest extent the technology provided, including both hardware and software, in order to improve student performance.

| | |
|---------------------------|--|
| Specific Who/What | <ol style="list-style-type: none"> 1. Provide intensive, relevant and useful, on-going professional development focused on all appropriate aspects of technology in all disciplines. 2. Provide keyboarding skills beginning in kindergarten. |
| Measurable | <p>Creation of a technology committee, comprised of teachers and staff from multiple levels and disciplines, to create technology goals for each grade level</p> <p>In-house teacher-leaders, and external technology support when needed, to provide in-depth training based on needs and wants</p> <p>On-going, continual training on kid-friendly keyboards beginning in kindergarten</p> |
| Attainable/ Achievable | <ol style="list-style-type: none"> 1. Utilize technology-knowledgeable teachers and staff for Professional Development 2. Technology outcomes specified for each grade level |
| Relevant & Realistic | As we move to a more digital world, it is imperative to provide our students and staff with a strong technological foundation to improve efficiency and performance. |
| Time Frame | <p>Purchase of elementary keyboards – January 2020 requisitions</p> <p>Instructional Technology committee formed by June 2020</p> <p>Technology goals per grade level set for September 2021</p> <p>On-going teacher training</p> |

Goal #3: Cato-Meridian Central School District will provide diversity of K-12 programming to develop the whole child in whatever path they choose.

| | |
|-------------------------------------|--|
| <p>Specific Who/What</p> | <ol style="list-style-type: none"> 1. Create, support and value elective programs in areas of art, technology, music, agriculture, business, etc. 2. Create a schedule that allows students the option to explore different programs and generate real-life connections. 3. Provide programs that support all levels of learners. 4. Provide professional development time to create new programs/courses. |
| <p>Measurable</p> | <p>Student program surveys in grades 7-12 to gauge student interest</p> <p>Scheduling committee with grade-level and special -area teachers on it to create a schedule that allows students to take electives</p> <p>Repurpose faculty and staff to utilize teachers' areas of strength</p> |
| <p>Attainable/ Achievable</p> | <ol style="list-style-type: none"> 1. Provide programs and schedules that are conducive to student engagement, lifelong learning and career readiness. 2. Allow professional development time is to create new programs and courses. |
| <p>Relevant & Realistic</p> | <p>Increased enrollment in a variety of electives will foster opportunity and growth in individual talents and interests to prepare students for the real world.</p> |
| <p>Time Frame</p> | <p>New schedule by fall 2022</p> <p>Develop new programs by fall 2022</p> |

Operations Task Force

Goal #1: Unify the Cato-Meridian School District through a set of Common District Expectations”. “IMPACT” Expectations

| | |
|---------------------------|---|
| Specific | Who: Administration, faculty and student representation. |
| Who/What | <p>What: Carryover the work of the P2 project to identify and create a district wide “Expectations”</p> <ol style="list-style-type: none"> 1. Should be concise and easy to digest/understand (4-5 “expectations”) 2. Focus on positive behavior expectations (similar to a PBIS model) 3. Should cover actions towards others and school grounds/materials 4. Distribute and implement expectations across district school/social media/public materials. 5. Code of Conduct should be created by a committee of diverse shareholders in our district (Community, Parents, Students, Faculty/Staff). 6. Reinforce/support “restorative justice” approach to discipline |
| Measurable | <p>Positive rating will increase by 5% points on the annual School Climate Survey in the Overall Discipline Category over the course of 5 years.</p> <p>Building codes of conduct will be adjusted to support the new district code of conduct for the 2021-2022 School Year.</p> |
| Attainable/ Achievable | <ol style="list-style-type: none"> 1. Input from the Superintendent and at least one building principal will be essential to ensuring the new set of expectations will support the building level Codes of Conduct. 2. New expectations will be pushed out in any/all applicable public materials/promotions. |
| Relevant & Realistic | <p>Aligning expectations for all students and staff in the district in a way that encourages the principles of the P2 program and also clearly defines the behavioral expectations for anyone attending C-M or one of its functions.</p> <p>The “big picture” presented in the new expectations will allow the district to frame expectations and behaviors it views as a priority.</p> |
| Time Frame | <p>District Expectations developed by December 1, 2020</p> <p>Building Codes of Conduct revised to reflect new District COC: July/Aug. 2021</p> <p>Review of new Code of Conduct and its impact/outcomes: July/August 2022</p> |

Goal #2: Create meeting structures and protocols for faculty/admin/guidance to build positive relationships and increase focus on individualized student learning outcomes.

| | |
|-------------------------------------|--|
| <p>Specific Who/What</p> | <p>Who: Cato-Meridian CSD Administration and Faculty What: Restructure Team/Building/Vertical Content area meeting structure and procedures for improved professional communication and development.</p> <ol style="list-style-type: none"> 1. Should provide teachers with consistent and common planning time to collaborate with both colleagues and administration. 2. Structure should provide faculty the opportunity to discuss and reflect on students academic needs as well as behavioral/social/emotional needs. 3. Include and account for ALL faculty K-12. 4. Team-teaching groups should be meeting daily. |
| <p>Measurable</p> | <p>This initiative will be measured by several expected outcomes:</p> <ol style="list-style-type: none"> 1. Decreased student discipline referrals 2. Increased communication/building moral for entire school population 3. Increase in diversity and differentiation of instruction for students 4. Improved outcomes for NYS Testing. |
| <p>Attainable/ Achievable</p> | <p>Structure and implementation will need to be scaled over multiple year (2) roll out to ensure proper and maximum effectiveness.</p> <p>Year 1:</p> <ol style="list-style-type: none"> 1. Should provide teachers with consistent and common planning time to collaborate with both colleagues and administration. 2. Structure should provide faculty the opportunity to discuss and reflect on students academic needs as well as behavioral/social/emotional needs. <p>Year 2:</p> <ol style="list-style-type: none"> 3. Include and account for ALL faculty K-12. 4. Team-teaching groups should be meeting daily. <p>The implementation of this goal will have positive outcomes across multiple goals and initiatives district wide. Must be a priority in developing master schedule.</p> |
| <p>Relevant & Realistic</p> | <p>Communication is one of the cornerstones for any organization, but even more so for an educational organization. Our expectation of making positive changes that impact the success of our students, necessitates that our organization is working at its peak efficiency and effectiveness.</p> <p style="text-align: center;">Communication and Planning= Efficiency and Effectiveness</p> |
| <p>Time Frame</p> | <p>Teachers will be placed in a grade level or subject area(s) group for the 2020-2021 school year. By June 2021, a committee of administrators and faculty will develop district norms (guidelines), expected outcomes for the 2021-2022 school year based on best practices collected from the 2020-2021 school year as well as current/future initiatives for the district.</p> |

Goal #3: Improve Climate and Comfort of our Buildings

| | |
|---------------------------|---|
| Specific | Who: Cato-Meridian CSD Administration and Buildings/grounds |
| Who/What | <p>What: Conduct a Building Condition Survey (required every 5 years) to determine and prioritize the needs of district building infrastructure.</p> <ol style="list-style-type: none"> 1. Evaluate building climate (heating/cooling) systems (MS) to provide optimal learning environment for all students and staff. 2. Explore other building improvement projects (plumbing) that might coincide with any upgrades to maximize district/tax payer dollars. 3. Explore “green energy” options that look at long term needs of our world as well as long term financial savings/cost to the district. |
| Measurable | <p>This initiative will be measured by several expected outcomes:</p> <ol style="list-style-type: none"> 1. Independent Building Condition Survey will outline needs for the district building infrastructure. 2. Any building project/investment made towards building heating/cooling would be felt immediately by all faculty and students. <p>Positive rating will increase by 5% points across all staff and student demographics on the annual School Climate Survey in the Physical Environment Category/ Heating & Cooling following projects/investments towards those initiatives.</p> |
| Attainable/ Achievable | <ol style="list-style-type: none"> 1. Building infrastructure is crucial to all School Districts and maintaining our buildings is a necessity. 2. Building Condition Survey will help identify and prioritize specific needs to improve our current systems. 3. Projects may need to be scaled and planned to coincide with building projects in future years along with annual budgetary items the administration chooses to take on. |
| Relevant & Realistic | Student/staff safety and security are a top priority as well as maintaining our building integrity for long term future use. |
| Time Frame | <p>A Building Condition Survey will be conducted by September of 2020.</p> <p>Prioritized needs and timeline for action will be built following the results of the BCS.</p> |

Wellness Task Force

Goal #1: Identify & provide universal supports for social-emotional/mental health needs of students

| | |
|-------------------------------------|---|
| <p>Specific Who/What</p> | <p>Who: Teachers, support staff, and administration What:</p> <ol style="list-style-type: none"> 1. Identify and implement a tier one universal social emotional learning (SEL) program that is empirically researched within classrooms. 2. Identify and implement a social-emotional screener (SAEBRS, BIMAS, ect..) to be used within a response to intervention/multi-tiered systems of support format (RTI/MTSS). 3. Identify and implement intervention to help reduce the number of students absent from school. |
| <p>Measurable</p> | <ol style="list-style-type: none"> 1. Implementation of an SEL program should reduce the number of students requiring more intensive mental health and behavioral supports. The SEL program should ultimately meet the needs of approximately 80% of students 2. Student collected data should be progress monitored over time to determine if implemented interventions have helped improve students' social emotional well-being and academic outcomes. 3. Interventions acquired from the Harvard program should reduce the number of student absences by approximately 20% over a 5-year period. |
| <p>Attainable/ Achievable</p> | <ol style="list-style-type: none"> 1. Research and agree upon a SEL program/screener to be implemented. 2. Requires the input from administration, teachers, and support personnel. 3. Professional development around teacher implementation within the classroom. 4. Professional development around using the screener. Implementation of interventions acquired from the Harvard program. |
| <p>Relevant & Realistic</p> | <p>Yes, behavioral and mental health of our students is a need within the district and across all school districts within the country.</p> <p>We expect to provide students with a tier one social-emotional learning curriculum that meets the needs of approximately 80% of students in the classroom. Additionally, we expect to increase our ability and accuracy to identify students who need tier two and three supports. Finally, we expect to develop adequate tier two and three supports to help those students who are identified as needing additional resources.</p> |

| | |
|------------|---|
| Time Frame | <p data-bbox="383 212 1419 281">Development and research to determine a tier one SEL curriculum, tier two and three supports, and identify a screening tool: January 2020-January 2021</p> <p data-bbox="383 317 1138 350">Develop an implementation plan: January 2021-June 2021</p> <p data-bbox="383 386 894 420">Begin implementation: September 2021</p> |
|------------|---|

Goal #2: Reduce the number of bullying incidents

| | |
|-------------------------------------|---|
| <p>Specific Who/What</p> | <p>Who: Teachers, support staff, and administration What:</p> <ol style="list-style-type: none"> 1. Maintain compliance with all the regulations set forth in the New York State Dignity For All Students Act (D.A.S.A.), the long-term strategic goal is to reduce the incidence of bullying throughout the school district. 2. Build resiliency in students in order to increase individual strategies and skills to better cope with bullying and harassing behaviors in all areas of a student's life. 3. Ensure policies and procedures are in place to address social emotional needs of students involved in bullying including victims and offenders through education and one-on-one skill building. This could include four weeks of meetings to individual skill-build following a founded incident of bullying or harassment. Tracking procedures to ensure implementation will be developed and included within DASA reports. |
| <p>Measurable</p> | <ol style="list-style-type: none"> 1. Review and report data; specifically incidents and type of bullying to administration on a regular/monthly basis. 2. Using the school climate survey we plan to see an approximately 5% positive rating increase each year in the number of students and parents that believe that bullying is happening within the school setting. |
| <p>Attainable/ Achievable</p> | <ol style="list-style-type: none"> 1. Yes, with a realistic timeline/deadlines and financial support, implementation can be achieved with the staff in place. 2. Ongoing student, staff, and parent training to raise awareness of definition policies and protocol and best practice. |
| <p>Relevant & Realistic</p> | <ol style="list-style-type: none"> 1. Yes, throughout the school climate survey's bullying was consistently reported as being a problem within the district. 2. The expectation is to see a decrease in the number of bullying incidents that are reported. With proper education and support students will be able to successfully cope and manage situations without the need for a bullying report to be filed. Students will be educated on when to complete bullying reports are necessary. Bullying data will be tracked and monitored over time and make adjustments where it is necessary. |
| <p>Time Frame</p> | <p>Review DASA forms and procedures to reflect the most recent information and accessibility: September 2019-December 2019</p> <p>Develop new skill building programming to work with students after cases of bullying occurs: January 2020-December 2020</p> <p>Develop up to date student, staff, and parenting trainings to raise awareness on procedures, definitions and how to deal with bullying : December 2020-June 2021</p> <p>Develop an implementation plan: December 2020-June 2021</p> <p>Implementation: September 2021</p> |

Goal #3: Reduce the number of students engaging in substance abuse related behaviors

| | |
|-------------------------------------|---|
| <p>Specific Who/What</p> | <p>Who: Students, staff, parents, community members, outside resources. What:</p> <ol style="list-style-type: none"> 1. Identify and provide community-school driven meaningful activities that will engage students. Engaging students in meaningful activities will reduce the number of individuals who turn to activities involving drugs and alcohol. 2. Provide parents with resources and workshops about communication and how to get their children to spend meaningful time with family and friends. 3. Provide education and support through programs such as Confidential Help for Alcohol and Drugs, Inc. (CHAD). 4. Provide access to more easily and readily available means of medical examinations through the telehealth technology. |
| <p>Measurable</p> | <ol style="list-style-type: none"> 1. Student data should be collected initially and progress monitored over time to determine if students and families are participating in activities that are provided. 2. Measure how/if student's feelings related to drugs and alcohol change when alternative activities are provided using the school climate survey. The goal is to have a positive increase of approximately 15% over the next 3 years on the school climate survey questions related to drugs and alcohol. 3. Student's perspective on whether or not they are engaging in use of drugs or alcohol should be measured initially, throughout, and after to determine if the intervention is effective using the school climate survey. 4. Reduce the number of students who have to leave early for doctors' appointments by approximately 10% within 2-years of the implementation of the telehealth system. |
| <p>Attainable/ Achievable</p> | <ol style="list-style-type: none"> 1. Questionnaires and opinions should be collected on activities that the community/students would find engaging and meaningful. 2. Teaching students and parents through different opportunities how to be resilient in these situations and how to make the best choices to avoid being caught in situations where substance abuse is occurring. 3. Implement and provide students, parents, and staff with information regarding the telehealth system and how to most effectively use it. |
| <p>Relevant & Realistic</p> | <p>Yes, based on the data collected from the school climate survey there were a significant number of reports that suggested a number of students believe that alcohol and drugs are prevalent at school and school events and that many believe it is okay to get drunk and use drugs.</p> |

| | |
|------------|---|
| | <p>We expect to offer parental support and provide community-school activities that will give students alternatives to using drugs and alcohol as a means of entertainment. We expected that our interventions will reduce the number of students who wish to and do engage in abusing drugs and alcohol as a means of entertainment or coping.</p> |
| Time Frame | <p>Develop a plan with invested community and staff members including activities and workshops to provide: September 2022-January 2024</p> <p>Develop an implementation plan: January 2024-June 2024</p> <p>Begin implementation: September 2024</p> |