



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Ogdensburg City School District	Kevin Kendall

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	We prioritize the mental health and well-being of our school community by building relationships, improving our atmosphere and culture, and providing SEL supports.
2	We prioritize developing our instructional practices to empower and engage all to reflect, learn, create, contribute, and grow.
3	We prioritize creating an environment where students are provided opportunities to take ownership of their own learning.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize the mental health and well-being of our school community by building relationships, improving our atmosphere and culture, and providing SEL supports.</p>
<p>Why is this a priority? <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 District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district strives to empower and engage all to learn, create, contribute, and grow. We recognize that in order to do so all staff need to build relationships and improve the atmosphere and culture of their classrooms.</p> <p>This priority emerged as a factor impacting student achievement noted in each school data resource reviewed. In student interviews, students expressed the desire to connect by having teachers check in with them and talk about things other than academics. Students cite stress, anxiety and feeling overwhelmed as a result of COVID.</p> <p>We were labeled as emerging on the Equity Self-Reflection for fostering close relationships with students and gathering insights into their cultures, goals, and learning preferences.</p> <p>The SCEP team committed to improving our school atmosphere and culture to be more welcoming and accepting to all by increasing communication, cultivating relationships, and bridging differences.</p> <p>In addition, the results of the PLC Student Voice Survey indicate that 94.4% of our elementary students "agree" or "strongly agree" with the statement "My teachers care about me; adversely, only 55.5% 7th-12th graders agree or strongly agree with this statement.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Developing Trauma Sensitive Schools	<p>The school will develop a trauma sensitive culture through ongoing professional development and support of McKinney-Vento Homeless support leaders and the district's trauma sensitive team.</p> <p>Each school leader will organize a team to complete the Trauma Sensitive School Fidelity Tool from the Wisconsin Department of Public Instruction by November 30. The teams will meet quarterly.</p> <p>Each school will schedule a viewing of the movie "Paper Tigers" by December 1 with a follow-up facilitated discussion by Support Leaders.</p> <p>Teachers will participate in the online training <i>101: Mindfulness</i></p>	<p>Areas of need will be identified by using the Trauma Sensitive Schools Fidelity Tool from the Wisconsin Department of Public Instruction.</p> <p>90% of participating teachers will complete the online mindfulness training.</p>	<p>Social Emotional Learning (SEL) consultant</p> <p>Stipends for Support Leaders to provide training</p> <p>Stipends or substitutes as need for meeting of the Trauma Sensitive Teams at the district and school level</p> <p>Rental or purchase of the video "Paper Tigers"</p> <p>Purchase mindfulschools.org training</p>

Priority 1

	<p><i>Foundations</i> through mindfulschools.org.</p> <p>Each school team will create a calming room. The district Trauma Sensitive Team will develop a protocol for using the calming rooms by September 30. By October 30, the entire faculty and staff will have training regarding the appropriate use of the calming room. Students and adults will use the calming room when necessary to help regulate their emotions.</p> <p>TCIS (Therapeutic Crisis Intervention for Schools) trainers will provide de-escalation training and follow-up as determined by each school leaders' identified needs in their schools.</p> <p>Provide online training for teaching assistants on social emotional topics through the Vector Solutions platform. (Safe Schools training).</p>	<p>Data relative to the identified reason(s) for using the calming room will be monitored and reviewed quarterly by the Child Study Team.</p> <p>95% of the teacher assistants will complete at least three modules of the Vector Solutions online training.</p>	<p>Calming Room supplies</p> <p>Funding for staffing of the calming rooms</p> <p>Stipends for TCIS trainers</p> <p>Purchase the Utica National Vector Training Solutions online platform</p>
--	---	--	--

Priority 1

<p>Improving Teacher Student relationships</p>	<p>A district Child Study Team/Multi-Tiered System of Supports (CST/MTSS) team will be created and meet quarterly to examine practices across the schools to ensure:</p> <ul style="list-style-type: none"> • Consistent practice across the district • CST team - continue at the Middle School and High School and create a team at the elementary schools <p>The mentoring program: “Check and Connect” Model will be implemented at the Middle School and High School starting in the fall.</p> <p>An informal student mentoring program (based on the “Check and Connect” Model) will be developed in the elementary schools in the fall to identify at-risk students in each grade at each elementary school and provide individual support by teachers.</p> <p>A book study will be offered in the fall and spring on the book <i>Significant 72 - Unleashing the</i></p>	<p>“Check and Connect” Mentors will complete and submit mentoring forms monthly.</p> <p>CST will review quarterly the completed mentor forms to monitor progress of at-risk students.</p>	<p>Substitutes and Stipends for Team meetings</p> <p>Consultant/Training to support MTSS process</p> <p>Training on mentoring students</p> <p>Book study materials and stipends</p> <p>Consultant to provide follow-up to book study</p>
---	--	---	--

Priority 1

	<p><i>Power of Relationships in Today's Schools.</i></p> <p>Teachers will continue the practice of sending two postcards per month, sharing a positive comment/feedback for students and parents beginning in September.</p> <p>Each school will conduct a facilitated discussion on the "How Learning Happens Framework" particularly focusing on learning is relational by November 30.</p>	<p>Student survey answers will show that at least 60% agree or strongly agree that their teachers have a positive classroom atmosphere by mid-year and 80% by end of the year.</p> <p>Students will be surveyed asking the statement that "I think that school leaders and teachers work to create relationships and bridge differences." The target will be that 60% of students strongly agree or agree with the statement.</p>	
--	---	---	--

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

90% of participating teachers will complete the online mindfulness training.

95% of the teacher assistants will complete at least three modules of the online Vector Solutions online training.

Student survey answers will show that at least 60% agree or strongly agree that their teachers have a positive classroom atmosphere by mid-year and 80% by end of the year.

Students will be surveyed asking the statement that “I think that school leaders and teachers work to create relationships and bridge differences.” The target will be that 60% of students strongly agree or agree with the statement.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	We prioritize developing our instructional practices to empower and engage all to reflect, learn, create, contribute, and grow.
<p>Why is this a priority? <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 District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district strives to provide educational opportunities which address the students' unique needs, interests, and strengths as involved and contributing citizens.</p> <p>In the student interviews and surveys, students stated that they would feel better about being at school and classes would be more engaging if they were able to do more hands-on projects, collaborate and engage in more enjoyable activities and games as well as participate in celebrations. Our recent academic data indicates the need to strengthen our instructional practices to improve student achievement.</p> <p>Priority 2 supports long term plans to continue the improvement of student achievement through use of data feedback cycle and the previous work on instructional priorities. This aligns with Commitment 1 in OFA's SCEP.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
School leaders monitoring	<p>During 6-8 monthly classroom visits the school leaders will look for teachers using the priority student engagement strategies identified last year and provide them actionable feedback.</p> <p>The administrative counsel will update the look-for tool to include new initiatives (i.e., cooperative and hands-on group work).</p> <p>Ongoing support from instructional coaches and consultants on the priority strategies.</p>	<p>Using the look-for tool school leaders will evaluate the priority student engagement strategies of bell ringers, check for understanding, and learning targets in their classroom walkthroughs.</p> <p>The strategies will be seen in classroom visits 60% of the time by January and 80% of the time by June.</p>	<p>Leveraged Leadership Administrator Coaching program:</p> <ul style="list-style-type: none"> recognizing quality engagement strategies provision of feedback to teachers tracking and using data from the look-for tool <p>Funding for instructional coaches and consultants</p>
Instructional Coaching	The instructional coaches (literacy and math) will join the school leaders for the quarterly learning walks with the Leadership Coach.	School leaders will see 50% implementation of the priority strategies in planning and classroom	Funding for instructional coaches

Priority 2

	<p>The literacy and math coaches will:</p> <ul style="list-style-type: none"> • continue modeling, visit classrooms and begin to create lab sites to reinforce instructional strategies • support the curriculum alignment • provide Effective Teaching Strategies • meet monthly with school leaders 	<p>practice by January and 65% by June.</p> <p>School leaders will identify teachers needing support for implementation of the strategies to arrange for additional coaching support.</p>	
<p>Increased emphasis on collaborative learning and group work to increase engagement</p>	<p>Collaborative learning, hands-on group work and project-based learning will be prioritized in classrooms, discussed in quarterly department/grade level meetings, and supported through training provided by instructional coaches and consultants.</p> <p>Peer classroom visits to observe effective strategies will be facilitated by the school leaders to begin by December.</p>	<p>Department/grade level meeting notes on strategies to include more hands on, and collaborative projects will be shared with school leaders.</p> <p>School leaders will add the strategies to their look-for tool to track the implementation of the strategies. School leaders will see 50% implementation of the strategies in planning and classroom practice by January and 65% by June.</p> <p>School leaders will identify teachers needing support for implementation of the strategies</p>	<p>Schedule time for department meetings</p> <p>Substitutes provided for department/grade level meetings, as needed</p> <p>Stipends for after school and summer meeting</p> <p>Funding for English language arts (ELA) and mathematics instructional coaches</p>

Priority 2

		<p>and arrange for additional coaching support.</p> <p>There will be a 10% increase from mid-year to the end of the year in the number of students and families strongly agreeing or agreeing to the statement about interesting and engaging classes.</p>	
--	--	--	--

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

School leaders will see 60% implementation of the priority strategies in planning and classroom practice by January and 80% by June.

School leaders will see 50% implementation of the collaborative learning and group work strategies in planning and classroom practice by January and 65% by June.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	We prioritize creating an environment where students are provided opportunities to take ownership of their own learning.
<p>Why is this a priority? <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 District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district strives to empower and engage all to learn, create, contribute, and grow. Research provides evidence supporting student ownership as a method which significantly improves student engagement.</p> <p>Several data points indicate that increasing student ownership of learning would be a valued commitment. Recently conducted student interviews indicated a strong desire for choice, collaboration, and real life learning tasks/experiences. This theme also appeared in the Equity Self-Assessment within the Inclusive Curriculum and Assessment Category where the School Improvement Team ranked the practices of "including students as co-designers of curriculum and integrating current events into daily instruction" to promote student agency as "emerging". Recent results of the PLC Student Voice Survey indicate that only 50.0% of the district's 7th-12th graders agree, or strongly agree, with the statement, "My teachers help me keep track of my learning and assess my progress."</p> <p>Additionally, the increase of student ownership of learning was identified as a strategy within the School Comprehensive Education Plan for Ogdensburg Free Academy.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase student ownership of learning	<p>Beginning in September, teachers will offer opportunities for student choice on project and assessment options that have real world relevance.</p> <p>Teachers will have ongoing individual conversations with students to provide feedback, review academic work and create future goals.</p> <p>Teachers will share assessment data quarterly with students to discuss progress on their goals and next steps in their learning.</p> <p>Teachers will create and share assessment grading criteria with students prior to the assessment.</p> <p>Instructional coaches will support teacher implementation and monitoring of the student goals</p>	By the end of the year, there will be less than a 15% difference between the staff and student survey responses strongly agreeing or agreeing about providing feedback to students.	PLC Associate's survey costs for yearly survey of all students, teachers and parents

Priority 3

	<p>during coaching sessions and at data meetings.</p> <p>Book studies will be provided in fall and spring on <i>Leaders of Their Own Learning</i> and <i>Companion Text</i>.</p> <p>A consultant will provide professional development sessions in the fall for all staff on developing independent learners.</p>		<p>Purchase multiple copies of <i>Leaders of Their Own Learning</i> and <i>Companion Text</i> by Ron Berger</p> <p>Stipends for book studies on developing independent learners</p> <p>Consultant cost</p> <p>Travel costs for site visits</p>
--	---	--	--

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of the year, there will be less than a 15% difference between the staff and student survey responses strongly agreeing or agreeing about providing feedback to students.

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)
Kevin Kendall	Superintendent	
Brooke Reid	Assistant Superintendent	
Amanda Sharlow	Literacy Coach	
Ben Mathews	Teacher	Ogdensburg Free Academy
Katrina Putman	Counselor	Ogdensburg Free Academy
Danielle McCallus	Teacher	Kennedy
Amy DiSalvo	Principal	Madill
Carrie Sholette	Parent	

Our Team's Process

--	--	--

Meeting Dates

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

Meeting Date	Location
August 3, 2021	Ogdensburg Free Academy
August 16, 2021	District Office

Districts with TSI Schools 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 30, 2021, 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).