**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Ogdensburg CSD	Ogdensburg Free Academy	7-12

Collaboratively Developed By:
The Ogdensburg CSD SCEP Development Team **SCEP Team Members:** Brooke Reid Cindy Tuttle Stephen Putman Benjamin Mathews Katrina Putman Cassie LaRock Amy Frederick Kevin Kendall Elizabeth Nee *And in partnership with the staff, students, and families of Ogdensburg CSD*

SCEP Cover Page

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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening our instructional practices to better engage students, so they take ownership of their learning.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	**We believe as a school that our students learn best when they are engaged in learning that connects to their identities. Every student should have the opportunity to shape their own learning with opportunities to practice and build social, emotional and cognitive skills.** **Students shared in interviews that they preferred hands-on activities with real world relevance. In order to create ownership, students should be presented with options and be able to work collaboratively with classmates.** **In the student survey administered in the spring of 2022, though it increased from 10.2% in 2021, only 24.4% of students agreed or strongly agreed with the statement "In class we often work with partners or groups".** **Only 24% of families agreed or strongly agreed that "Student behavior does NOT interfere with instruction".** **When completing the Equity Self-Reflection, the team recognized a need to implement more hands-on learning activities with real world relevance that enables students to take ownership of their learning.**

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
School Leader Monitoring	**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.** **Using the Marzano rubric through iObservation school leaders will document use of desired instructional practices (i.e., cooperative and hands-on group work).** **There will be ongoing support from instructional coaches and consultants on the priority strategies during monthly coaching sessions.** **School leaders will meet to determine the priority strategies.**	**Using iObservation, school leaders will evaluate the priority of student engagement including the strategies: bell ringers, check for understanding, and learning targets in their classroom walkthroughs.** **The priority engagement strategies will be seen in classroom visits 60% of the time by January and then 80% of the time by June.**	**PLC Associates Leadership Team Support/Administrator Coaching program:** **• recognizing quality engagement strategies** **• provision of feedback to teachers,** **• tracking and using data from iObservation** **• funding for instructional coaches and consultants.**

| Structured teacher collaboration that emphasizes common strategies and appropriate materials. | Teachers will discuss and implement the priority of student engagement strategies and the APL effective teaching strategies of bell ringers, interaction sequence/wait-time extended, and learning targets in their classroom.

Departments will decide on engagement strategies as well as review APL effective teaching strategies that they will commit to using and share with administrators and faculty members by October 30.

During monthly coaching sessions, the English language arts (ELA) instructional coach and the mathematics instructional coach will provide specific support directed towards the staff in grades seven, eight, and nine, ensuring that teachers are using the same strategies, protocols, and common language of instruction.

Teachers will coordinate across grade levels for the planning of major assignments.

In the fall, departments will reflect on the books and topics used to be sure diversity, equity, and inclusion is embedded in their classroom discussions/instruction. | Monthly department meeting notes outlining the common strategies/ protocols that were identified will be shared with administrators.

Teachers will receive feedback through iObservation and the Marzano Rubric.

Department notes on strategies to include more hands on, and collaborative projects will be shared with school leaders and colleagues by October 30.

School leaders will observe 50% implementation of the strategies in classroom practice by January and 65% by June.

School leaders will identify teachers needing support for implementation of the strategies to arrange for additional coaching. | Schedule time for department meetings.

Substitutes will be provided for department meetings, as needed. Stipends for after school and summer meetings.

Funding for English language arts (ELA) and mathematics instructional coaches.

Based on reflection we will purchase culturally responsive books and materials bought for both school and classroom libraries based on what is lacking in Diversity, Equity, and Inclusion. |

		support.	
Increased emphasis on visible learning strategies and group work.	Engagement which can include visible learning strategies will be prioritized in classrooms, discussed in department meetings, and supported through training provided by instructional coaches and consultants. This will help students be college and career ready. Teachers will meet monthly as a department to discuss opportunities for collaborative learning, group or partner work and project-based learning. Peer classroom visits to observe effective strategies will be facilitated by the school leaders to begin by December. Participating in a book study to read, reflect, and implement strategies that correlate with the Effective Teaching Strategies and Visible Learning findings.	Department notes on strategies to include more hands on, and collaborative projects will be shared with school leaders. School leaders will use iObservation to track the implementation of the strategies. School leaders will see 50% implementation of the strategies in classroom practice by January and 65% by June. School leaders will identify teachers needing support for implementation of the strategies and arrange for additional coaching support. There will be a 10% increase from mid-year to the end of the year in the number of students strongly agreeing or agreeing with the	There will be scheduled time for department meetings. Consultant will provide professional development. Funding for instructional coaches. Stipends for after school and summer professional development. Funding for substitute teachers. Stipends for book study participates (*Hattie's Visible Learning, Hacking Engagement Tips and Tools, Power of ICU).*

		statement about interesting and engaging classes.	
Increase student ownership of learning.	**Beginning in September, teachers will offer opportunities for student choice on project and assessment options that have real world relevance.** **Teachers will have ongoing individual conversations with students to listen, provide feedback, review academic work and create future goals. Teachers will share assessment data quarterly with students to discuss progress on their goals and next steps in their learning.** **Teachers will create and share assessment grading criteria with students prior to the assessment.** **Instructional coaches will support teacher implementation and monitoring of the student goals during coaching sessions and at data meetings.** **A consultant will provide professional development sessions in the fall for all staff on developing independent learners/or observations in other districts who have already rolled out *Leaders of Their Own Learning.***	**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 Costs for ongoing surveys for participatory budgeting and the School Comprehensive Education Plan (SCEP) evaluation. Purchase PLC Administrative Coaching of *Leaders of Their Own Learning* by Ron Berger. Stipends for book studies on developing independent learners. Consultant Costs. Travel costs for site visits.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	**(C14) We receive specific feedback from teachers on tests/assessments we take. (21-22 baseline 45.8%)**	70% strongly agree/agree (SA/A)
	(T20) My teachers often check to see if all students understand what is being taught. (21-22 baseline 49.1%)	70% SA/A
	(T31) My teachers motivate me to work hard and improve. (21-22 baseline 46.9%)	70% SA/A
	(T18) In class, we often work with partners or in groups. (21-22 baseline 24.4%)	50% SA/A
Staff Survey	**(C38) As a school, we have created structures so that students are able to reflect on their learning. (21-22 baseline 59.6%)**	80% SA/A
	(T46) Teachers are skilled in providing specific and targeted feedback to students in a way that impacts their learning. (21-22 baseline 85.1%)	90% SA/A
Family Survey	**(GS) My child enjoys going to school. (baseline 44%)**	80% SA/A
	(F87/GS) Teachers contact families on a routine basis, not just in times of concern. (baseline 42%)	70% SA/A

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
ELA data – grades 7-8: Increase the number of seventh and eighth grade students whose performance is above the twenty-fifth percentile rank to more than 75%. **Mathematics data – grades 7-8: Increase the number of seventh and eighth grade students whose performance is above the twenty-fifth percentile rank to more than 75%.**

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to improving our school atmosphere and culture to be more welcoming and accepting to all by increasing communication, cultivating relationships and bridging differences.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	We believe as a school that we should cultivate a school and classes that are welcoming, accepting, and empowering, where students have an opportunity to practice and build social emotional skills. Students shared in interviews that they were looking for opportunities for building relationships and personal connections with teachers, faculty and staff. Students communicated more of a willingness to engage in classes with teachers who developed an atmosphere of safety, respect and belonging. In the spring 2022 student survey they agree or strongly agreed with the following statements: 47.6% - teachers are supportive and encouraging. 43% - they are comfortable asking questions 51.7% - teachers care about me The survey results show the need to improve the students' sense of belonging and building stronger relationships within the school community. The commitment allows the school to address student concerns that were noted above from the survey and continue to work on mentoring and improving student behavior from the 21-22 SCEP.

	Improving the school atmosphere to be more welcoming will create better student engagement, more positive attitudes by students, and more positive connections between students, teachers, and staff.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase teacher awareness and implementation of strategies that support students' social emotional learning.	Teachers will use Panorama to implement effective social emotional strategies in their own classrooms to create a positive classroom climate. Review of the *"How Learning Happens Messaging Framework"* particularly focusing on the idea that learning is relational. In the fall, the positive messaging committee, composed of multiple stakeholders, will evaluate current messaging (i.e., posters) in the classrooms and throughout the school to ensure a more positive environment.	Student survey answers will show that at least 60% of 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 with students."* The target will be that 60% of students strongly agree or agree	Panorama evaluation Stipends for staff leaders to be Panorama liaisons The teachers will need substitutes for the Child Study Team (MTSS) meetings. Purchase more positive messaging and atmosphere/ climate enhancing materials.

Student input from surveys will be used to schedule events throughout the school year to create a sense of a cohesive community: ● transition day ● welcome back to school event ● student academy ● counseling interventions ● activity days	with the statement. Student survey answers will show that they have increased opportunities to participate in school community activities.	Panorama Consultant to facilitate training, discussions and SEL interventions. Stipends for positive messaging and enhancing climate/ environment committee facilitators.
Students will be surveyed annually to determine interests and the development of possible new clubs based on student interests. Students share information on different clubs to encourage participation by having current members present their experiences at orientations in the fall. Additionally, clubs will be highlighted during morning announcements.	Student survey answers will indicate their interests in existing clubs and allow for suggestions for new clubs.	Coordination of school/ community events Funding for school/ community building events (materials and supplies). Posters and flyers.
Social studies department will work with students to develop and complete one community service project annually. ● in the fall, social studies classes will explore needs and wants of the community, ● in the spring, the projects will be implemented.	Classes will identify projects by December and implement the projects by May.	Funding for activity days snacks and supplies Stipends for club advisors. Stipends for after school or summer department meetings.

			Materials for service learning projects.
Improve student and teacher relationships.	By the end of October, school leaders will seek volunteers to mentor at-risk students identified through the MTSS process by the Child Study Team (CST). The purpose of the program is to improve attendance, behavior and develop relationships with staff. A faculty leader will be identified to support the mentors and track the mentor forms and other data. Mentors will participate in professional development to review training and follow practices in the "Check and Connect" intervention model in the fall. Mentors will be actively involved with the families of at-risk students in the "relationship based" model as described in the "Check and Connect" model. Implementing the positivity project consistently into the day.	Mentors will complete and submit mentoring forms monthly. Training/Review of the "Check and Connect" model will be completed, and mentors assigned students. CST will review quarterly completed mentor forms to monitor progress of at-risk students through Panorama. Home Ec teacher will have Positivity project planned into the lesson	A consultant or on-line training will be utilized to provide professional development on mentoring for teachers. Stipends for mentors. Stipend for teacher leader for mentors. Stipend for staff to learn the concepts of the Positivity Project. Funds for Positivity Project supplies and materials
Developing trauma sensitive strategies	The school will develop a trauma sensitive culture through professional development and support of McKinney-Vento Homeless support leaders and the district's trauma sensitive team. New staff will participate in the online training *101: Mindfulness Foundations*	Areas of need will be identified by using the Trauma Sensitive Schools Fidelity Tool from the Wisconsin Department of Public Instruction.	Additional funding to support the faculty training by support leaders.

	through mindfulschools.org.	
	Returning staff will participate in *201: Mindfulness Training*	**100% of registered staff will complete the online training.**	**Funding for online training 101 and 201 mindfulness.**
	Teachers will continue to use the calming room and 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.	**Data relative to the identified reason(s) for using the calming room will be monitored and reviewed quarterly by the CST.**	**Funding for staffing and supplies of the calming room.** **Stipends for Mindfulness organizers.**
	The calming room protocol is continually updated based on feedback.	**Further training for teachers on trauma sensitive strategies will be determined by data analysis.**	**Panorama Social emotional screener.** **Supports for at-risk students.**
	To establish an early warning intervention and monitoring system we will implement Panorama's student success dashboard and social emotional screener to identify at-risk students. Our MTSS/CST/Data team will then implement student specific supports.	**All students will be benchmarked 3 times a year and at-risk students will be identified and supported by November.**	**Mental Health 1st Aid Training**

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	(T22) My teachers are supportive and encouraging. (21-22 baseline 48%) (T23) I'm comfortable asking questions in class. (21-22 baseline 43%) (S39) I feel welcomed and part of my school. (21-22 baseline 53%) (S36) My teachers care about me. (21-22 baseline 51%) (GS)School leaders and teachers work to create relationships and bridge differences with students. (new question)	70% for all
Staff Survey	(S69) (GS) Instruction is not interrupted by student behavior. (21-22 baseline 38%) (S75) Our school has a positive and upbeat school culture. (21-22 baseline 57%) (GS)School leaders and teachers work to create relationships and bridge differences with staff and students. (new question)	70% for all
Family Survey	(L9) Our school leaders and teachers promote a positive environment for children. (20-21 baseline 47%) (T26) My children feel secure in taking risks and asking questions. (20-21 baseline 55%) (GS) School leaders and teachers work to create relationships and bridge differences with students (new question)	70% for all

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Chronic absenteeism: (baseline 21-22 is 36.1%) target less than 10% for grades 7-8 students. **Serious discipline infraction (resulting in out of school suspensions) from SchoolTool: targets 7-8 students (baseline 21-22 is 13.7%) target is less than 8.8% infractions for the 22-23 school year.** **Results of the Panorama SEL screener from the first benchmark to the final benchmark data show positive changes.**

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	**Principal Leadership Development/ Establish an Early Warning Intervention and Monitoring System**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 – by coaching the school leaders to recognize quality engagement strategies, provide feedback to teachers and track and use data from iObservation. Commitment 2 – by incorporating the Panorama Student Success Dashboard to support staff in identifying and addressing student needs.

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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Brooke Reid	Assistant Superintendent
Cindy Tuttle	High School Principal (9-12)
Stephen Putman	Middle School Principal (7-8)
Ben Mathews	Middle School ELA Teacher
Katrina Putman	School Counselor
Amy Frederick	Parent
Cassie LaRock	Teacher
Elizabeth Nee	Title I Supervisor
Kevin Kendall	Superintendent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
3/28/2022		X	X			
4/8/2022	x	X	X	x		
5/5/2022	x	X	X	x	X	
5/31/2022				x	X	
6/29/2022					X	
7/14/2022						X

Our Team's Process

Learning As A Team

Directions

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

Student Interviews

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

The student interviews reflected what the SCEP team inferred. The students would like more activities and clubs as well as more group work and building relationships with teachers. The students would also like more choice in how they share back information.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Equity Self-Reflection was helpful in having the team examine last year's answers as well as their current practices, and discuss what they could reasonably accomplish in this next year. It created much more cultural awareness and the need for developing a scaffolding plan to reach students' ownership of learning.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 August 1, 2022.
   b. **TSI Schools:** 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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.