



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Ogdensburg City School District	Kevin Kendall

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 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.

BOE approved \_\_\_\_\_

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></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><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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 focus on building relationships. Classroom teachers will strive to improve the atmosphere and culture of their classrooms, while building level administrators will collaborate with staff to support this schoolwide.</p> <p>This priority emerged as a factor impacting student achievement noted in each school data resource reviewed. Students cite stress, anxiety and feeling overwhelmed as a result of COVID. In student interviews, students expressed the desire to connect by having teachers check in with them and talk about things other than academics in 20-21 as well as 21-22.</p> <p>Although the Equity Self-Reflection has shown an increased effort in this area in 2021-22, fostering close relationships with students and gathering insights into their cultures, goals, and learning preferences remains a priority.</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 90% of our elementary students "agree" or "strongly agree" with the statement "My teachers care about me; adversely, only 51.7% 7th-12th graders agree or strongly agree with this statement.</p>

Priority 1

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?
<b>Developing Trauma Sensitive Schools</b>	<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>Book Study "What Happened to You" by Bruce D. Perry</p> <p>Teachers will participate in the online training <i>101 and 201: Mindfulness Foundations</i> through <a href="http://mindfulschools.org">mindfulschools.org</a>.</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>Results of the Fidelity Tool will be reviewed and used to support identified needs</p> <p>Incorporating SEL Core Competency skills in the classroom.</p> <p>100% of participating teachers will complete the online mindfulness training.</p> <p>Trained staff disseminate the mindfulness strategies and practices with colleagues.</p>	<p>Panorama SEL Screener and curriculum</p> <p>Counseling team and Social Workers research and department meetings to build awareness, brainstorm to implement support</p> <p>Trauma Sensitive Teams at the district and school level</p> <p>Purchase books Stipends for participants</p> <p>Stipends for Mindfulness Coordinator and participants</p>

Priority 1

	<p>Each school team will maintain a calming room. The district Trauma Sensitive Team will continue reinforcing the 21-22 protocol. The entire faculty and staff will continue to be updated and trained 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 training for teaching assistants on social emotional topics through staff development opportunities.</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>Monitoring TCIS certification. Monitoring the effect on classroom disruptions.</p> <p>Monitor the effect on classroom disruptions and student self-reported well-being</p>	<p>Purchase <a href="http://mindfulschools.org">mindfulschools.org</a> training</p> <p>Calming Room supplies</p> <p>Funding for staffing of the calming rooms</p> <p>Stipends for TCIS trainers</p> <p>Panorama surveys and student success platform</p>
<b>Improving Teacher Student relationships</b>	<p>A district Student Support Team/Multi-Tiered System of Supports (SST/MTSS) team will be continue to meet monthly to examine practices across the schools to ensure:</p> <ul style="list-style-type: none"> <li>Consistent practices across the district</li> <li>CST team - continue at the Middle School and High School and create a team at the elementary schools</li> </ul>	<p>Teachers will create 1 relationship goal to start the year and change as progress is made</p> <p>Based off of <i>Significant 72</i> book study from 21-22, staff will perform the "Dot Protocol" 1st semester and 3 trusted adults students feel they can go to for support (3 weeks into school)</p>	<p>Substitutes and Stipends for Team meetings</p> <p>PLC Associates Consultant/Training to support MTSS process</p> <p>Sept 9<sup>th</sup> Presentation</p>

Priority 1

	<p>The mentoring program: “<i>Check and Connect</i>” 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 “<i>Be the one for Kids</i>” Model) will be developed in the elementary schools in the fall to identify at-risk students in each grade and provide individual support by teachers.</p> <p>A book study will be offered in the fall and spring on the book “<i>Building Bridges</i>” by Steph Fink.</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. Implementation of two positive phone calls per month.</p> <p>Each school will imbed SEL professional development into their staff meetings.</p>	<p>Terrance Talley, Relationship Building presentation for the K-12 community</p> <p>Monitoring student data</p> <p>“Check and Connect” Mentors will complete and submit mentoring forms monthly in the MS and HS.</p> <p>SST will check in on identified mentees monthly.</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>School staff meeting agendas will document shared strategies to incorporate SEL/P2 into the school day.</p> <p>Positivity Project: building wide implementation (morning announcements, read alouds, classroom instruction, professional development)</p>	<p>Training on mentoring students</p> <p>Mentors and monthly meeting times</p> <p>Book study materials and stipends</p> <p>Shared Google Document with collected strategies to support positive relationships and improve student engagement</p> <p>Supplies and materials connected to the Positivity Project (P2)</p> <p>P2 training cost and substitute stipends</p>
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## 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 2022-23 school year.

100% of participating teachers will complete the online mindfulness training.

95% of the teacher assistants will be attending 3-5 meetings focused on SEL implementation and/ TCIS strategies.

Student survey (3-12) answers will show that at least 70% agree or strongly agree that their “teachers send notes or call home” by mid-year and 80% by end of the year. (Baseline from 21-22- 62.5%)

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 70% of students strongly agree or agree with the statement. (new question)

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	We prioritize developing our instructional practices to empower and engage all to reflect, learn, create, contribute, and grow.
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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 high interest activities and games as well as participate in celebrations. Our recent academic data indicates improvement but a continued need to strengthen our instructional practices.</p> <p>Priority 2 supports long term plans to continue the improvement of student achievement through use of data feedback cycles and the continued work on instructional strategies, prioritizing engagement. 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?
<b>School leaders' development</b>	<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>Using the Marzano rubric through iObservation school leaders will document use of desired instructional practices (i.e., cooperative and hands-on group work).</p> <p>There will be ongoing support from instructional coaches and consultants on the priority strategies during monthly coaching sessions.</p>	<p>Using iObservation, school leaders will evaluate student engagement including the prioritized strategies: bell ringers, check for understanding, and learning targets in their classroom walkthroughs.</p> <p>The priority engagement strategies will be seen in classroom visits 60% of the time by January and then 80% of the time by June.</p> <p>Teachers will create 1 goal connected to improving an APL's effective teaching strategies.</p>	<p>PLC Associates Leadership Team Support/Administrat or Coaching program:</p> <ul style="list-style-type: none"> <li>● recognizing quality engagement strategies</li> <li>● provision of feedback to teachers</li> <li>● tracking and using data from iObservation</li> <li>● funding for instructional coaches and consultants.</li> </ul>



Priority 2

	School leaders will meet to determine the priority strategies.		
<b>Instructional Coaching</b>	<p>The instructional coaches (literacy and math) will conduct coaching cycles with staff.</p> <p>The literacy and math coaches will:</p> <ul style="list-style-type: none"> <li>• continue modeling, visit classrooms and begin to coaching cycles to reinforce instructional strategies</li> <li>• support the curriculum alignment/ curriculum mapping</li> <li>• provide Effective Teaching Strategies</li> <li>• serve on the instructional leadership team</li> </ul>	<p>School leaders will see 50% implementation of the priority engagement 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 to arrange for additional coaching support.</p>	<p>Funding for instructional coaches</p> <p>Curriculum mapping platform</p> <p>Effective Teaching Training</p> <p>Instructional Leadership Team meetings</p>
<b>Increased emphasis on student engagement and group work to increase engagement</b>	<p>Student engagement, 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 view effective strategies will be facilitated by the school leaders to begin by December.</p>	<p>Instructional Leadership Team/grade level meeting notes on strategies to include more hands-on activities, and collaborative projects will be shared with school leaders.</p> <p>School leaders will monitor for engagement. School leaders will see 50% implementation of the strategies in planning and classroom practice by January and 65% by June (iObservation).</p> <p>School leaders will identify teachers needing support implementing the</p>	<p>Schedule time for grade level meetings</p> <p>Stipends for after school and summer meeting</p> <p>Funding for English language arts (ELA) and mathematics instructional coaches</p> <p>Funds for book</p>

Priority 2

	Book study on engagement <i>"Hacking Engagement"</i> by James Alan Sturtevant.	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 who strongly agree or agree with the survey statement about interesting and engaging classes (Google Survey).	Stipends for participants and leader of the book study
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## 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 2022-23 school year.

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

School leaders will see 50% implementation of collaborative opportunities in planning and classroom practice by January and 65% by June.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>We prioritize creating an environment where students are provided opportunities to take ownership of their own learning.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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. Student interviews continue to indicate 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 continue to promote student choice. Recent results of the PLC Student Voice Survey indicate that only 46.1% 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?
<b>Increase student ownership of learning</b>	<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>Book Study “<i>Who is Doing the Work?</i>” Jan Miller-Burkins and Kim Yaris</p> <p>Instructional coaches will support teacher implementation and monitoring of the student goals during coaching sessions and at data meetings.</p> <p>Book studies will be provided in fall and spring on “<i>Leaders of</i></p>	<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.</p> <p>Teachers will have rubrics or other documents with grading criteria to share.</p> <p>Teachers will create and share assessment grading criteria with students prior to the assessment.</p> <p>Teachers will share achievement data following assessment with students focusing on their goals and outlining the next steps in their learning.</p>	<p>PLC Associate’s survey costs for yearly survey of all students, teachers and parents</p> <p>Costs for ongoing surveys for participatory budgeting and the School Comprehensive Education Plan (SCEP) evaluation.</p> <p>Purchase PLC Administrative Coaching of <i>Leaders of Their Own Learning</i> by Ron Berger.</p> <p>Stipends for book studies on developing independent learners.</p> <p>Purchase books</p> <p>Consultant costs.</p>

Priority 3

	<p><i>Their Own Learning”</i> and Companion Text.</p> <p>A consultant will provide professional development sessions in the fall for all staff on developing independent learners.</p>		<p>Travel costs for site visits.</p>
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## 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 2022-23 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 <i>(if applicable)</i>
Kevin Kendall	Superintendent	District
Brooke Reid	Asst Superintendent	District
Amanda Sharlow	Literacy Coach	District
Katrina Putman	Counselor	OFA
Amy DiSalvo	Elem Principal	Madill
Sue Ellen Bouchard	Elem Principal 3-6	Kennedy
Cindy Tuttle	HS Principal	OFA
Steve Putman	MS Principal	OFA
Christina Frank	Parent	Kennedy
Elizabeth Nee	Title I Supervisor	District
Danielle McCallus	Teacher	Kennedy
Misty Fishel	School Social Worker	Elementary
Greg Hooper	School Social Worker	OFA



## Meeting Dates

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

Meeting Date	Location
July 15, 2022	SLL BOCES
July 17, 2022	Lake Placid
July 26, 2022	OFA

## 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](mailto: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).