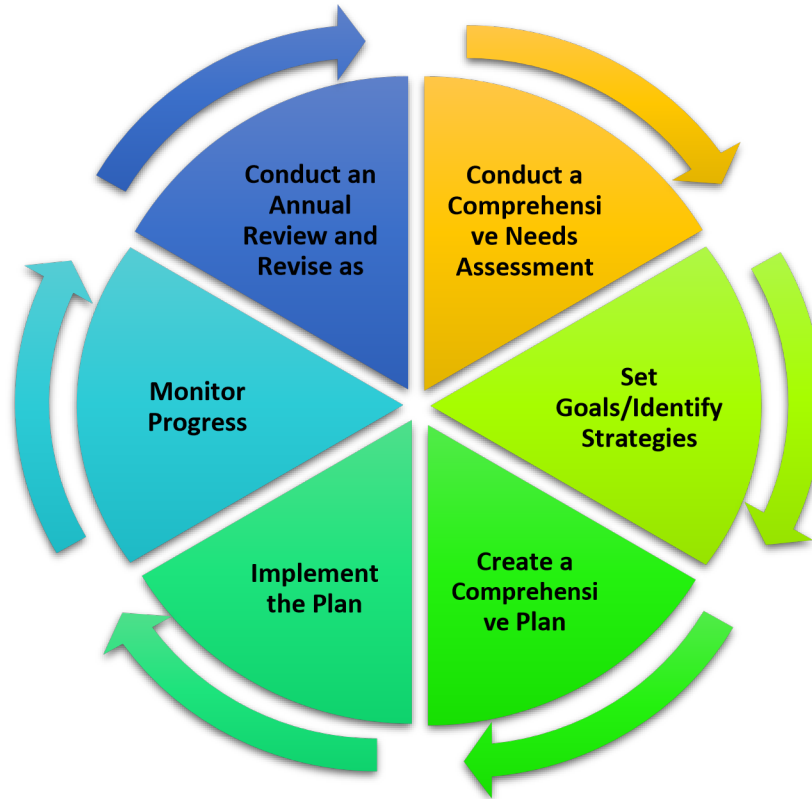


Ogdensburg JR/SR High School

Title I Comprehensive Schoolwide Plan 2025-2026



District Name	Ogdensburg City School District
BEDS Code	512300010000
District Address	1100 State Street Ogdensburg, NY 13669
School Building Grades	7 – 12
School Building Principal	Cindy Tuttle - HS 9-12 Steve Putman - MS 7-8
Contact Person	Cassidy Mattimore

Schoolwide Program Planning & Review Team

Name	Title
Cindy Tuttle	High School Principal (9-12)
Stephen Putman	Principal (7-8)
Johnathan Hircschesy	Supervisor of Instructional Resources
Mia Jeneault	Student
Jill White	PTO
William Payne	Teacher Assistant
Alyssa Payne	Teacher
Leah Fisher	Secretary
Sgt. Ryan Polniak	Ogdensburg Police Department/SRO
Tony Bjork	Assistant Principal (7-12)
Andee West	Social Worker
Jo Cadieux	Parent
Ben Matthews	Teacher
Steven Smithers	Teacher

Comprehensive Needs Assessment

Description of School

The Ogdensburg City School District is considered a small city school district and has two elementary schools and a grade 7-12 complex. The Ogdensburg City School District serves approximately 1,349 students in pre-Kindergarten through Grade 12.

Based on the most recent enrollment and school report card data on data.nysed.gov, Ogdensburg is considered a rural school with approximately 675 students grades 7 – 12 in one district wide building. Approximately 49% of the students are economically disadvantaged, 20% of students with disabilities and 1% of the population is racially diverse. 100% of classes were taught by highly qualified teachers.

All children and youth enroll in, and have full and equal opportunity to succeed at Ogdensburg Central School District. All students regardless of their socio-economic status or ethnic group are provided the same educational programs equitably. The district strives to maintain and hire staff that are highly qualified.

Data Analysis

- School District Report Cards
- Enrollment
- Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff

- School Report Card Performance Data for student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status
- ICU Tracking to monitor student completion of class assignments
- Qualifications of staff (Highly Qualified)
- Grade 7-8 NYS ELA assessment data
- Grade 7-8 NYS math assessment data
- Regents assessment data
- Graduation rate
- Panorama – SEL Survey administered to students annually
- IXL 7-9 Skill Building/Benchmarking
- PLC Climate Surveys

Student Achievement Data 2025-2026 Student Data Collection/Assessments

Assessment data used includes the PLC Climate Surveys, Panorama, IXL, Grade 7-8 NYS ELA assessment data, Grade 7-8 NYS math assessment data, and Regents assessment data. Trends in the assessments were studied at each grade level. Also, the following categories are reviewed while monitoring student achievement gaps created by remote learning loss and at-risk indicators connected to economically disadvantaged, McKinney-Vento, and Migrant student populations.

Student Barriers

Barriers to student achievement include low parent engagement, economically disadvantaged/poverty, McKinney-Vento and Migrant student populations, educational levels, social/family values, transient population, resources, foster care, attendance, teacher shortage, impacts of trauma/mental health, and the county drug epidemic.

Positive Approaches

Positivity Project, DOT Protocol, Seaway Valley Prevention Counseling, Citizen Advocate Counseling, Liberty Partnership Program, St. Lawrence Psychiatric Center Mobile Integration Team, Mindfulness.org, communication with parents, updated district website, Facebook, Food Pantry, Clothing Closet, Backpack Program, Spirit Days, student clubs, academic incentive days, updated weight room access, athletics, 1:1 technology, student support center.

Instructional Programs & School Reform Strategies

- Faculty meetings for data discussion and teaching strategies implementation
- Ongoing data analysis
- Class on Science of Well-being
- Law enforcement classes
- Common planning times
- Enrichment activities

- TCIS
- Social Workers
- EMT Course
- Survival/Outdoor Education Class
- After School Programs
- Credit Recovery
- Chromebooks
- Spirit Days
- Positivity Project
- Early release for staff collaboration
- CST – Child Study Team
- SSR – Student Support and Recovery during 9th period for Grade 7-8 students
- Distance Learning
- AP Courses

Goals, Strategies & Implementation

GOAL #1:

- Improve literacy skills grades 7-12 by providing students with high quality, research-based instruction in reading, language and writing.
- Increase the number of students at proficiency on the grades 7-8 NYS ELA assessments for 2025-2026.
- Maintain performance proficiency on the English Regents assessment above the state average for 2025-2026.

GOAL #2:

- Improve the math achievement grades 7-12 by strengthening and enhancing skills using instruction aligned to the NYS Learning Standards.
- Increase proficiency on the grades 7-8 NYS math assessments above the state average for 2025-2026.
- Maintain proficiency on Algebra Regents above state average for 2025-2026.

GOAL #3:

- Expand options for academic success for all students, especially at-risk students.
- Improve social-emotional support for students in grades 7-12.
 - Data analysis of students' assessments to identify areas of need
 - Grade level teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners across all departments to incorporate instructional strategies
 - Analysis of AIS students' assessments to develop individual student target goals
 - Continued alignment of curriculum to the NYS Next Generation Standards
 - Continue effective teaching strategies in all curriculum departments

- ELA AIS dedicated period grades 7-8 across the schedule for skill development
- Data analysis of state and classroom assessments to identify areas of need
- Implement effective teaching strategies in all curriculum departments
- Analysis of AIS students' assessments to develop individual student target goals
- Math AIS dedicated period grades 7-8 across the schedule for skill development
- Continued alignment of curriculum to the NYS Next Generation Standards
- Increase student social-emotional supports through the Positivity Project
- Evaluation of student attendance and behavior
- 1:1 /small group instruction at the end of the day
- Added AIS support
- Social Workers and Counselors
- Trauma informed school/trauma sensitivity training
- Summer school
- ICU

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Newsletter
- Social media

Coordination with Other Programs

The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, including other ESSA-Funded programs, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

Annual Evaluation to Monitor the Effectiveness of the Schoolwide Plan

Using data from the State's assessments, other student performance data, and perception data, the school will determine if the schoolwide program has been effective in addressing the major problem areas, and in turn, increasing student achievement, particularly for the lowest-achieving students. The school will annually revise the plan, as necessary, based on student needs and results of the evaluation to ensure continuous improvement.