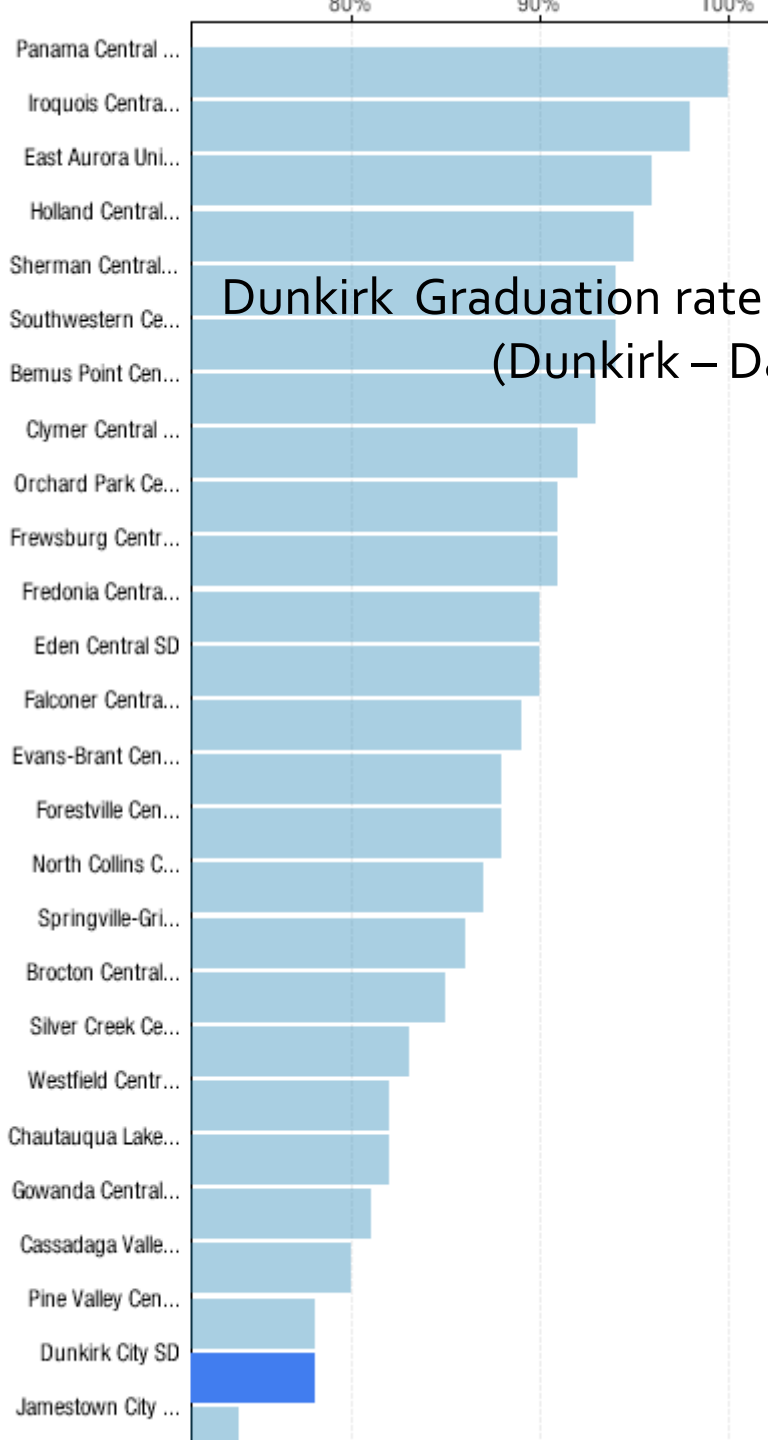


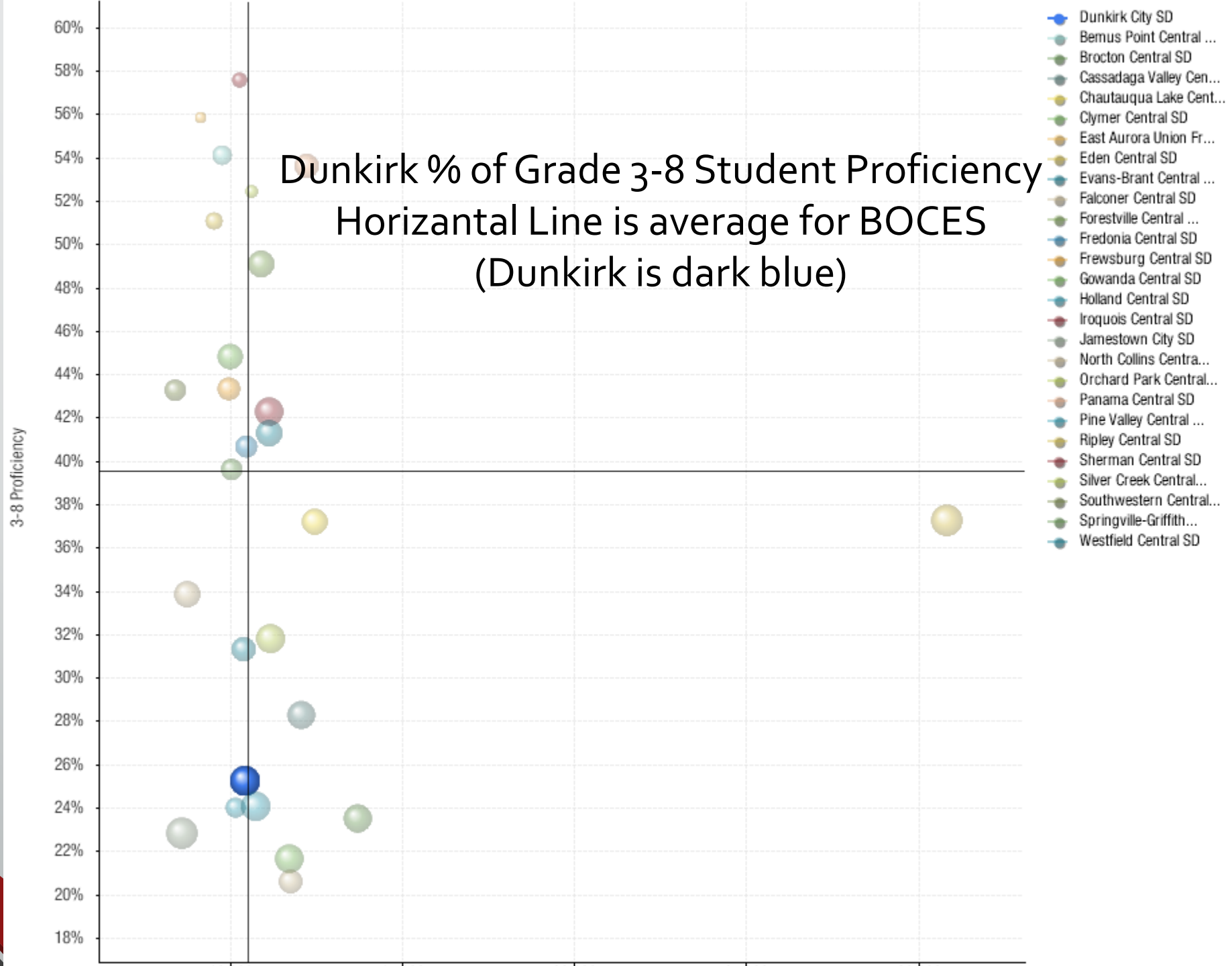
# Dunkirk CSD School Reconfiguration Proposal

December 2017

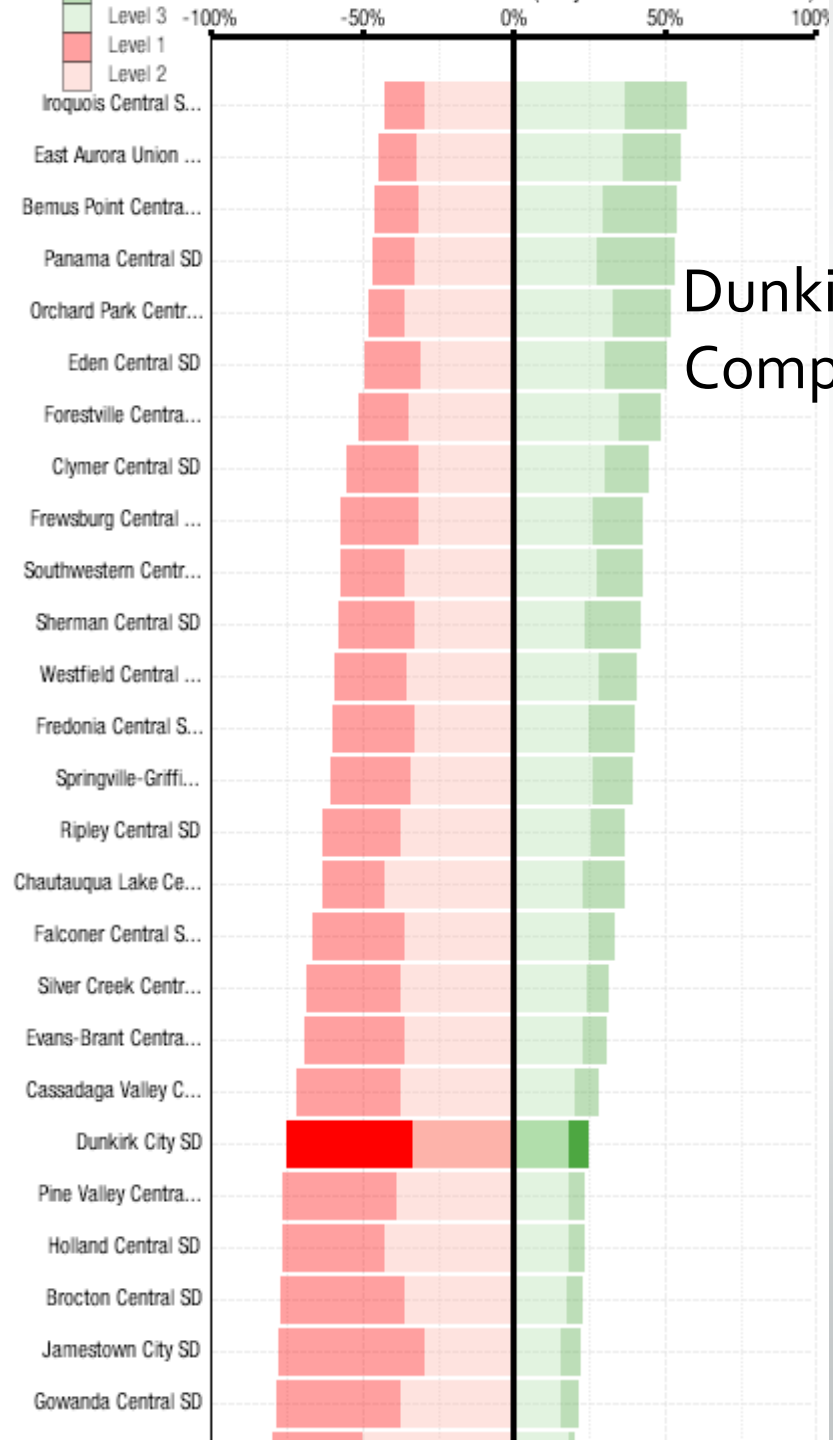


Dunkirk Graduation rate compared to BOCES  
(Dunkirk – Dark Blue)



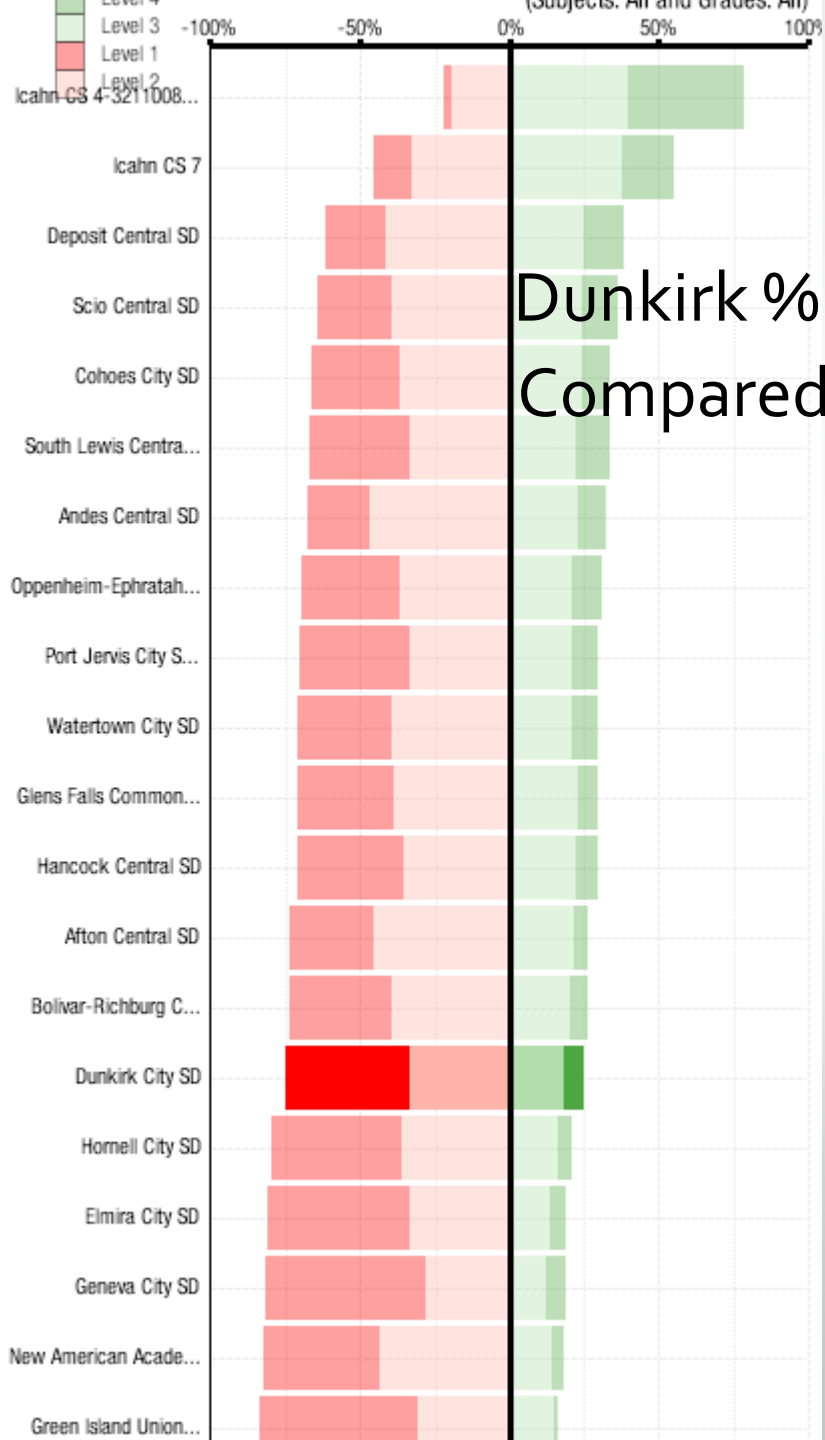


- Dunkirk City SD
- Bemus Point Central ...
- Brocton Central SD
- Cassadaga Valley Cen...
- Chautauqua Lake Cent...
- Clymer Central SD
- East Aurora Union Fr...
- Eden Central SD
- Evans-Brant Central ...
- Falconer Central SD
- Forestville Central ...
- Fredonia Central SD
- Frewsburg Central SD
- Gowanda Central SD
- Holland Central SD
- Iroquois Central SD
- Jamestown City SD
- North Collins Centra...
- Orchard Park Central...
- Panama Central SD
- Pine Valley Central ...
- Ripley Central SD
- Sherman Central SD
- Silver Creek Central...
- Southwestern Central...
- Springville-Griffith...
- Westfield Central SD

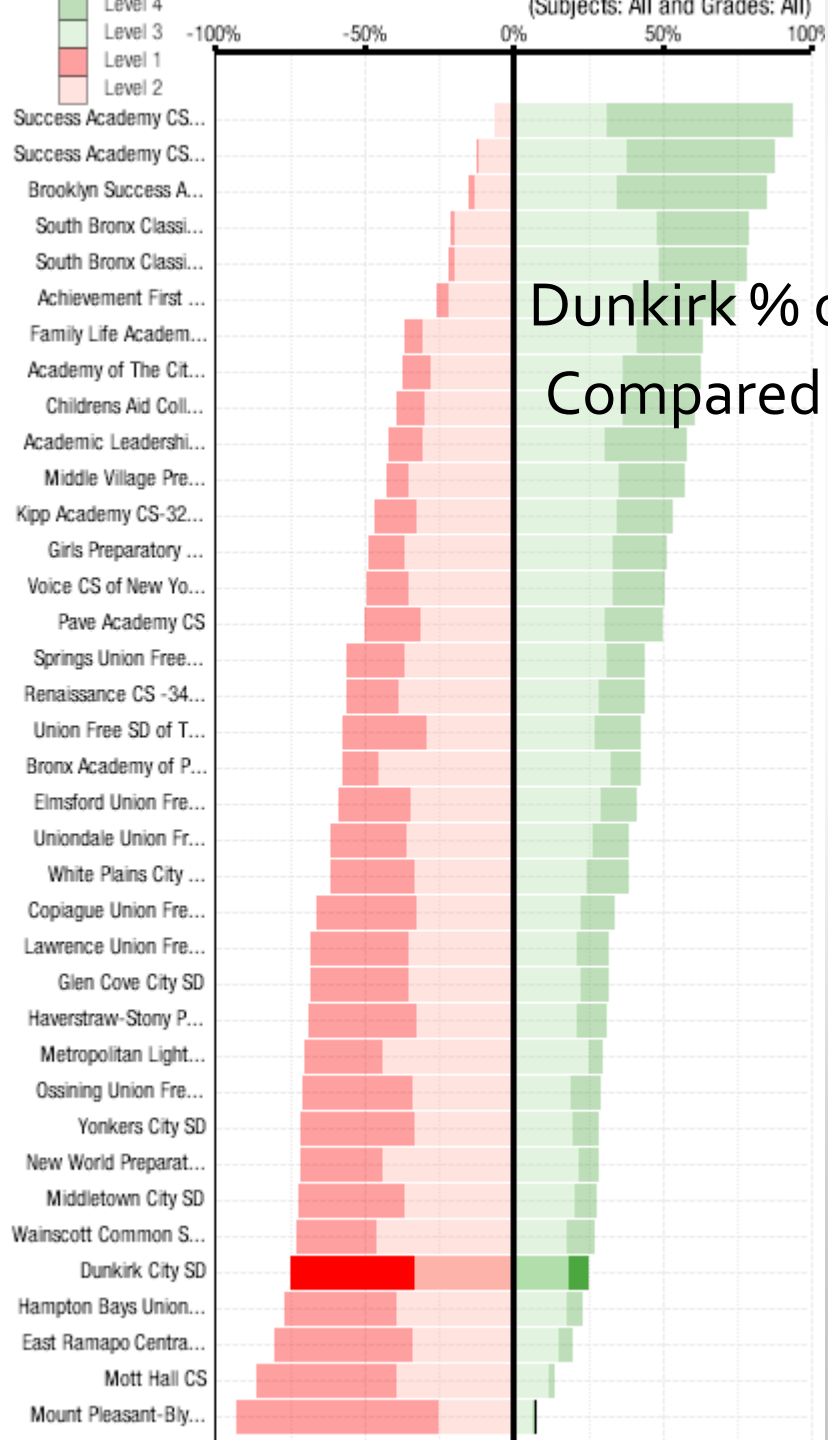


Dunkirk % of Grade 3-8 Student Proficiency Compared to BOCES






## Dunkirk % of Grade 3-8 Student Proficiency Compared to Schools With Like Ethnicity



Dunkirk % of Grade 3-8 Student Proficiency Compared to Schools With Like Poverty





Dunkirk has been identified as a Focus school district for going on 7 years...

- We can not keep doing the same things... and expect improvement.
- What will work best for our District and the children we serve?

# Rationale

Reconfiguration of the Dunkirk CSD schools will allow us to create a better environment academically, socially and emotionally so that all students may learn and grow.

Reconfiguration will allow us to address equity issues in the district and work to close the gap in student achievement for Dunkirk CSD students in comparison to Chautauqua County peers as well as NYS.

Reconfiguration will also allow us to plan for the future to expand our programming to include Nursery and full day Pre-K options in order to provide a firm educational foundation for our students.

Reconfiguration will facilitate class size balancing and management not available in current 4 building format.



# Proposed School Structure



- UPK- Grade 1 Buildings
  - School 4
  - School 7
- Grades 2- 4 Buildings
  - School 3
  - School 5
- Grades 5-8 Middle School



# FACILITIES IMPACT

- Balance of classroom sizes
- No building project (additions) needed to accomplishment this
- Potential expansion to nursery and full day PK

# Transportation impact

- More students will be transported by bus
- Costs will increase, but State Aide will off set



# Academic Impact

- PK- Grade 1 buildings will allow for a focus on the developmental needs of our youngest learners, while also having room for expansion of classrooms and program to full day.
- Consolidation of grade levels into two buildings will allow for alignment of schedules to provide consistent instructional minutes, with literacy and mathematics as a focus.
  - Schedules will allow for flexible grouping across classrooms in grade levels, allowing teachers to differentiate and meet the needs of all students.
  - Schedules will allow for purposeful and collaborative academic support with AIS, ENL and Special Education services providing both in classroom and stand alone support.
  - Schedules will allow for increased collaboration and planning time, the development of Professional Learning Communities (PLCs) and use of data to meet the needs of students.

# Academic Impact (Cont.)

- Reconfiguration by grade levels across two buildings will allow curriculum and assessment resources to be more targeted and utilized more consistently in the district
  - Specialized professional development
  - Greater opportunity for cross-district collaboration to ensure consistency and sharing of best practices
- House system at the Middle School (Grades 5/6 and Grades 7/8) will allow for personalization of education for adolescent learners, developing an increased sense of belonging and providing additional opportunities for student leadership
- Reconfiguration by grade levels will allow for greater differentiation in the after school programming (Empire State Grant and 21<sup>st</sup> CCLS) to focus on developmental needs and better align community & partner resources

# Staffing impact

- Assignment of principals in the elementary buildings will be based upon the administrators background, experience, interest and “best fit”
- Combining teachers at grade levels in each building will allow for additional mentoring opportunities, collaboration and building of expertise
- It is expected that a reconfiguration of grade levels and balancing of class size may result in the reduction of teaching positions. Retirement and attrition over time will offset the need for layoffs.

## Time Frame (if implementation fall, 2018)

- Communication... Board, Administrators, Teachers, Parents and Community
- January/ February Communication
- February Board Approval
- March 1<sup>st</sup> State Deadline (if a fall, 2018 implementation)



# Hurdles



- CHANGE
- Current Loyalties to Schools
- Transportation (kind of)
- Time Frame