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|------------|--|
| LEA Name:  |  |
| BEDS Code: |  |

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2016-2017 District Comprehensive Improvement Plan (DCIP)

|                                   |                          |              |  |
|-----------------------------------|--------------------------|--------------|--|
| <b>Contact Name</b>               | Edward Hazen             | <b>Title</b> | Director Title I   |
| <b>Phone</b>                      | (716) 366-9300 ext. 3123 | <b>Email</b> | <a href="mailto:ehazen@dunkirk.wnyric.org">ehazen@dunkirk.wnyric.org</a> |
| <b>Website for Published Plan</b> | dunkirk.wnyric.org       |              |  |

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

| Position  | Signature | Print Name       | Date |
|---|-----------|------------------|------|
| Superintendent  |           | Dr. James Tracy  |      |
| President, B.O.E. / Chancellor or Chancellor's Designee |           | Mr. David Damico |      |

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

- 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 plans before they are approved.
  
- 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
- 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
  
- 4. 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.
  
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
- 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.

## District Leadership Team

**DISTRICT LEADERSHIP TEAM:** The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

**Instructions:** List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

| Meeting Date(s) | Locations(s) | Meeting Date(s) | Location(s)     |
|-----------------|--------------|-----------------|-----------------|
| April 9, 2016   | LGI Room DHS | 20-Jul-16       | Boorady PD Room |
| April 16, 2016  | DMS          |                 |                 |
| April 30, 2016  |              |                 |                 |
| May 14, 2016    |              |                 |                 |
| May 21, 2016    |              |                 |                 |

| Name                 | Title / Organization  | Signature |
|----------------------|---|-----------|
| Dawn Hoth            | Curriculum and Instruction / ELA Teacher                      |           |
| Ed Hazen             | Curriculum Director   |           |
| Mary Allaire-Gifford | Special Education Teacher                                     |           |
| Corinna Kester       | ESOL Teacher  |           |
| Emilie Barnett       | ESOL Teacher / Parent   |           |
| Andrea Guenther      | PDC Chairperson / DTA Vice President / Social Studies Teacher |           |
| Michael Green        | Health Teacher / Parent                                       |           |
| Daniel Genovese      | Elementary Building Principal                                 |           |
| Judy Diem            | Technology Coordinator  |           |
| Constance Meginnis   | ENL Director  |           |
| Stephen O'Brien      | High School Building Principal                                |           |
| Kisun Peters         | Middle School Assistant Principal                             |           |
| Diana Nigro          | Elementary Teacher  |           |
| Joanne Russo         | Middle School Building Principal                              |           |
| James Tracy          | Superintendent  |           |
| Will Thiel           | Business Manager  |           |
| MaryBeth Muldowney   | Special Education Director                                    |           |
| Michele Heenan       | Elementary Building Principal                                 |           |
| Al Gens              | Assistant Building Principal                                  |           |
| David Boyda          | Elementary Building Principal                                 |           |
| Nancy Baker          | Reading Teacher/DTA President                                 |           |

## District Information Sheet

| District Information Sheet   |         |                          |      |                      |      |                   |     |  |  |
|------------------------------|---------|--------------------------|------|----------------------|------|-------------------|-----|--|--|
| District Grade Configuration | preK-12 | Total Student Enrollment | 2034 | % Title I Population | 100% | % Attendance Rate | 94% |  |  |

| Racial/Ethnic Origin of District Student Population |   |                             |   |    |   |   |    |         |   |                |  |
|---|---|-----------------------------|---|----|---|---|----|---------|---|----------------|--|
| % American Indian or Alaska Native                  | 0 | % Black or African American | 7 | 49 | 0 | % Asian, Native Hawaiian/Other Pacific Islander | 39 | % White | 3 | % Multi-Racial |  |

| Overall State Accountability Status |   |                            |   |   |   |  |   |   |   |   |   |
|-------------------------------------|---|----------------------------|---|---|---|--|---|---|---|---|---|
| Number of Focus Schools             | 4 | Number of Priority Schools | 0 | Number of Local Assistance Plan Schools | 0 | Number of Schools in Accountability Status | 0 | Number of Title I SIG 1003(a) Recipient Schools | 0 | Number of Title I SIG 1003(g) Recipient Schools | 4 |

| Did Not Meet Adequate Yearly Progress (AYP) in ELA |                                  |  |   |   |
|--|----------------------------------|--|---|---|
|  | American Indian or Alaska Native |  | X | Black or African American                       |
| X  | Hispanic or Latino               |  |   | Asian or Native Hawaiian/Other Pacific Islander |
| X  | White                            |  |   | Multi-Racial                                    |
| X  | Students with Disabilities       |  | X | Limited English Proficient                      |
| X  | Economically Disadvantaged       |  |   |   |

| Did Not Meet Adequate Yearly Progress (AYP) in Mathematics |                                  |  |   |   |
|--|----------------------------------|--|---|---|
|  | American Indian or Alaska Native |  | X | Black or African American                       |
| X  | Hispanic or Latino               |  |   | Asian or Native Hawaiian/Other Pacific Islander |
| X  | White                            |  |   | Multi-Racial                                    |
| X  | Students with Disabilities       |  | X | Limited English Proficient                      |
| X  | Economically Disadvantaged       |  |   |   |

| Did Not Meet Adequate Yearly Progress (AYP) in Science |                                  |  |  |   |
|--|----------------------------------|--|--|---|
|  | American Indian or Alaska Native |  |  | Black or African American                       |
|  | Hispanic or Latino               |  |  | Asian or Native Hawaiian/Other Pacific Islander |
|  | White                            |  |  | Multi-Racial                                    |
|  | Students with Disabilities       |  |  | Limited English Proficient                      |
|  | Economically Disadvantaged       |  |  |   |

| Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective |                            |
|---|----------------------------|
| X   | Limited English Proficient |

## DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

**2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").**

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

**3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").**

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").**

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

**5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

**6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

**7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

**In reflecting on the PREVIOUS YEAR'S PLAN:**

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant impacts were the alignment of professional development to specific DTSDE Tenets and Improvement plans' SMART goals and the creation of a walk-through tool to better inform school leaders about teacher practices.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Reassignment of Teacher on Special Assignment allowed for Dunkirk Middle School to better adhere to the SMART goals outlined within the SCEP.

**In developing the CURRENT YEAR'S plan:**

- List the highlights of the improvement initiatives described in the current DCIP.

Create systems and structures that promote student achievement and close achievement gaps. Increase in the percentage of SMART goals being met across the district. Track progress against each tenet's smart goals to determine if adequate progress is being made and make strategic decisions and adjustments necessary to ensure attainment of each goal. Ensure all students access to CCLS curriculum in all content areas. Demonstrate instructional best practices that engage students in critical thinking and CCLS affiliated tasks. Conduct walk-throughs and provide feedback specifically focused on rigor and higher order thinking evident in classrooms. Use walk-through data and lesson plans to inform professional learning opportunities and coaching. Effectively utilize resources available for schools to better support the social and emotional health of all students. Implement the programs in place to support students' social and emotional health. Develop a comprehensive Family and Community Engagement (FACE) plan. Implement a purposeful communication strategy. Include all representative stakeholders (parents, community, staff, and students) to participate in the development of the District comprehensive FACE plan.

- List the identified needs in the district that will be targeted for improvement in this plan.

The District needs identified are as follows: lack of a systematic approach to recruiting, evaluating, and supporting high quality staff; a system to provide regular, actionable feedback to all teachers on their instructional practices and make sure that the feedback is implemented; develop and implement a strategic plan and campaign to successfully recruit Spanish-speaking teachers; lack of vision in setting SMART goals; lack of assistance for each school in the development of their SCEPs, SMART goals and systems to measure the success of school programs, improvement initiatives and decisions; lack of a district provided formal curriculum for all content areas; inconsistent implementation and monitoring of CCLS in content areas; effective collaboration with schools to ensuring rigorous instruction aligned to CCLS; lack of a system to monitor the implementation of targeted skills presented at PD offerings; does not currently provide resources and guidance for schools to positively support the social and emotional health of all students; does not provide formal training that focuses on the identification of behavioral signs which may indicate a student needs support for social or emotional issues; lack of a written protocol which details the district's social and emotional developmental health program; lack of a formal plan, training and corresponding goals, and systems for family engagement; correspondence is not translated into family's native language; reciprocal communication between the school and some parents is limited.

- State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The mission of the Dunkirk City School District, through mutual cooperation and shared responsibility with the entire community, is to empower all students to clearly perceive their goals while developing their skills, knowledge and values to become life-long learners and independent, productive citizens in a multi-cultural world. The District acknowledges the need to prepare all students for college and/or career and has developed the goals of the DCIP accordingly.

- List the student academic achievement targets for the identified subgroups in the current plan.

**Targets for the 2016-2017 Results for Accountability (PI)**

**English Language Arts**

All students - 77

White - 97

Limited English Proficient - 28

**Mathematics**

All students - 74

Hispanic - 55

White - 91

Limited English Proficient - 32

Economically Disadvantage - 56

**Science**

All students - 172

Hispanic -157

Economically Disadvantage-161

- Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

The District employs a Director of Curriculum and Teachers on Special Assignment to focus on implementation of the Common Core and data driven instruction to increase student achievement. District and Building leaders will participate in Saturday leadership academies focused on the following topics: CCLS, DDI, APPR, SIOP and Student engagement strategies, DTSDE rubric training, building improvement plans. The district provides ongoing afterschool, during the school day and summer professional development for all teachers focused on CCLS, DDI and APPR.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Student and teacher mind set, contract restraints, lack of parental support for student achievement and behavioral expectations, communication breakdown between district and building level leadership, lack of district level support for administration and limited financial resources are anticipated barriers that may impact the ability to achieve all goals.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

The following list is summer professional development that was based on student achievement, staff APPR data and staff and administrator surveys.

1. Differentiating the K-2 ELA curriculum, full day workshop, students will receive instruction based on their academic needs.
2. Differentiating the 3-5 ELA curriculum, full day Workshop, students will receive instruction based on their academic need.
3. Pre-k to Grade 5 Mathematic Progressions, Full Day Workshop, Teachers will be able to recognize the progression of mathematics and where students are within each progression and how to address student's needs.
4. Pre-K to Grade 5 digging deeper into the New York State Math Modules, Full Day Workshop, the teachers will be able to identify students ability and where the foundational skills are taught in order to close achievement gaps.
5. Pre-K to Grade 5 ELA and Math Module/Curriculum, Curriculum Work days, Teacher will collaborate with grade level colleagues to produce materials in order to teach the modules.
6. Kindergarten to Grade 5 Science Curriculum Writing, Curriculum workdays, new hands-on curriculum will be developed and implemented.
7. Pre-Kindergarten ELA and Math introduction, workshops, teachers will be implementing the CCLS and NYS ELA and Math Modules.
8. Kindergarten - Grade 5 Technical Subject Areas CCLS, Workshops, teachers will implement the CCLS into their curriculum.
9. Reading and Writing in Grades 3 - 5, Workshop, foundational reading and writing skills in grades 3-5 and improve writing skills by looking at student work.
10. Response to Intervention, Workday, students will receive tiered interventions and better documentation of the process.
11. Positive Behavior Intervention and Support, workdays, teachers/teams will be updated on the new PBIS/DASA regulations and building plans will be revised according to the current student achievement attendance and disciplinary data.
12. CCLS-Student Progress Monitoring 6-12- ELA and Math, Workshop, module unit assessments will be created in Performance Plus in order to monitor student's progress toward proficiency in CC Math Standards and CC ELA Literacy Standards allowing for data-driven instructional decision making.
13. CCLS-Student Progress Monitoring 6-12- Dunkirk Benchmark Assessments, Workshop, Science, Social Studies and the Technical subjects, collaborate to align literacy assessments to content. Benchmark assessments will be created in Performance Plus in order to monitor student's progress toward proficiency in the Common Core Literacy Standards for SS, Science and Technical subjects allowing for data-driven instructional decision making.
14. CCLS-Math Module Support- Math, Special Ed., ESL, workshop, building support resources for parents and students including supplemental materials, worksheets, parent-friendly teaching tools, and web based resources.
15. CCLS-Cross-curricular Alignment/Assessment 6-8 Team Planning-ELA, Math, Science, Social Studies and the Technical subjects, Workshop, Teams will collaborate to align literacy assessments to their content areas and the Common Core. Bench mark assessments will be created in Performance Plus in order to monitor student's progress toward proficiency in the Common Core Literacy Standards for SS, Science and Technical subjects allowing for team-wide data-driven instructional decision making.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

Monthly Administrative Meetings; Elementary and Secondary principal meetings.  
Director of Curriculum meets with individual elementary building leaders monthly.  
Director of Curriculum/Teacher of Special Assignment (Curriculum Coach) meets with district grade level teachers on a monthly basis.  
Director of Curriculum meets with Middle and High School Building leaders bi-weekly.  
Director of Curriculum and Teacher on Special Assignment (Curriculum Coach) meets with School Based inquiry teams and departments at the secondary level monthly.  
Director of Curriculum and Teacher on Special Assignment (Curriculum Coach) will meet daily.  
Quarterly District Newsletters; mailed to all residents in the district  
Website  
Global Connect; parents/guardians of current students  
Bilingual Outreach Coordinators  
Parental Engagement Activities  
Family and Community Engagement Team  
Annual Community Partnership Meeting  
Parent Teacher Organization Meetings  
Parent Communication Council Meetings

• List all the ways in which the current plan will be made widely available to the public.

Website, hard copies available at all building, Initiatives discussed at PTO meetings and parental engagement activities.

## For Districts with Priority Schools: Whole School Reform Model

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.



## Tenet 1: District Leadership and Capacity

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|--|---|
| <b>Tenet 1: District Leadership and Capacity</b> | <b>The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>        | May-15  |
| <b>B2. DTSDE Review Type:</b>                    | IIT State-led Review  |

|   |   |
|---|---|
| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b> | Weaknesses in the District's approach to recruiting, evaluating, and supporting high quality staff limits its effort to provide personnel for schools that consistently meet the needs of all students; for example Spanish speaking staff. The District should develop and implement a strategic plan and campaign to successfully recruit Spanish-speaking teachers to the district. In addition, the district should set up a system to provide regular, actionable feedback to all teachers on their instructional practices and make sure that the feedback is implemented so that it contributes to increases in student achievement. |
|---|---|

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|--|---|
| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | By June of 2017, create systems and structures that effectively recruit, evaluate and support highly qualified staff capable of meeting student needs therefore promoting student achievement and closing achievement gaps as evidenced by 100% of district school buildings making Adequately Yearly Progress for 2016-2017. All staff will receive timely, actionable and effective feedback on walk-throughs, APPR observations and lesson plans as measured by teacher 80% of teachers responding positively to the feedback process (feedback was timely, effective, actionable and helped to improve instructional practices) on an end of the year survey. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Student Growth Percentile for Low-Income Students<br>Student Average Daily Attendance<br>Student Drop-Out Rate<br>Student Credit Accruals (HS Students)   |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.   |
|--|---|---|
| 30-Aug-16  |   | Mentor Coordinator will schedule all new hires for the 2016-17 school year to attend orientation designed to familiarize teachers with the district, its expectations and resources to support teachers.  |
| 30-Aug-16  | Throughout the school year  | The Mentor Coordinator will oversee the New Teacher Mentoring Program. All new hires will be assigned select veteran teachers to serve as mentors. The mentoring program is designed to equip new teachers with resources to maintain a level of effective teaching.  |
| 30-Aug-16  | Throughout the school year and summer 2017                              | The Director of Professional Development will schedule targeted professional development opportunities for all Dunkirk City School staff. The activities will take place on all Superintendent's Conference Days as well as after school, and over the course of the summer. The PD Plan includes specific trainings identified by teachers, walkthrough and APPR observation data, IIT review findings and student achievement data as areas of need. These trainings are designed to improve teacher practice and ultimately positively impact student achievement. |
| Sep-16   | Minimum of quarterly throughout the 2016-2017 school year               | The Director of Curriculum and building Principals will facilitate School Based Inquiry Team (SBIT) meetings throughout the school year. These meetings will focus on analyzing data to make strategic instructional and curriculum decisions to improve student achievement.   |

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| Oct-16 | Monthly throughout the 2016-2017 school year | All District leaders will conduct regular, ongoing walk-through observations and provide timely, actionable feedback to all teachers. Walk-through and formal observation data will inform coaching, professional development and curriculum decisions. |
|        | Jun-16                                       | Teachers will complete a survey evaluating the effectiveness of the instructional feedback loop.  |
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## Tenet 2: School Leader Practices and Decisions

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| <b>A. Statement of Practice Addressed:</b> | <b>SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>  | May-15  |
| <b>B2. DTSDE Review Type:</b>              | IIT State-led Review  |

|   |  |
|---|--|
| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b> | The District's lack of vision in setting SMART goals to measure progress towards key goals and to enable school leaders to effectively implement CCLS and to evaluate teachers, hinders efforts to raise academic standards across the district. The District should assist each school in the development of their SCEPs, SMART goals and systems to measure the success of school programs, improvement initiatives and decisions. |
|---|--|

|  |   |
|--|---|
| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | In an effort to ensure an increase in the percentage of SMART goals being met across the district, on a monthly basis school and district leaders will track progress against each tenet's smart goals, to determine if adequate progress is being made, determine why progress is or is not being made, and make strategic decisions and adjustments necessary to ensure attainment of each goal by June 2017, resulting in 70% of SMART Goals being met and 100% of building leaders indicating that the district provided support and resources necessary to achieve the goals and activities outlined in their improvement plans. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | School Leader perception data<br>Achievement of SMART goals and activities  |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.  |
|--|---|--|
| Sep-16   | Quarterly throughout the 2016-2017 school year                          | Ongoing throughout the school year, Curriculum Coordinator and Curriculum Coach will facilitate SCEP and and SBIT Data meetings on a quarterly basis. SBIT teams and School Improvement Teams to be defined by building.   |
| Sep-16   |   | SCEP and SBIT meetings will be calendared by the Director of Curriculum by September 2016, and shared with all building and district leaders.  |
| Sep-16   | Ongoing throughout the 2016-2017 school year                            | Building and district leaders will utilize the system Building and District Improvement Protocol in order to evaluate available data at all monthly meetings, and adjust accordingly.  |
| Nov-16   |   | The Director of Curriculum will schedule Saturday Academies throughout the school year to include all district and teacher leaders to focus on analyzing data to make strategic instructional and curriculum decisions to improve student achievement and monitor and to adjust the implementation of building and district improvement plans and SMART goals to ensure the district administrative team is aware of and able to support school initiatives. |
| Sep-16   | Jun-17  | Monthly, building leaders will rate to what degree they feel the district supported them with plan development including monitoring and adjusting plans and resource allocation.   |
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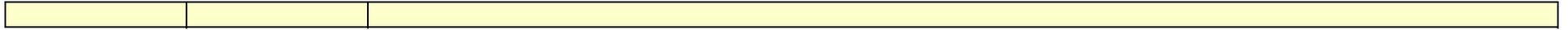
### Tenet 3: Curriculum Development and Support

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| <b>A. Statement of Practice Addressed:</b> | SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation. |        |
| <b>B1. Most Recent DTSDE Review Date:</b>  |  | May-15 |
| <b>B2. DTSDE Review Type:</b>              | IIT State-led Review   |        |

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| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b> | Although, there is a formal curriculum prescribed for ELA and Math in grade K-12, other content areas are lacking a district provided formal curriculum. A Common Core Learning Standards (CCLS) literacy map has been provided outlining monthly content and skills to be taught for the school year, however there is inconsistent implementation and monitoring of CCLS in content areas. This hinders the ability of all teachers to provide and differentiate rigorous instruction that challenges each student and enables students to make academic progress. |
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| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | To ensure all students access to CCLS curriculum in all content areas and improve their skill set in order to be college and career ready, by June 2017, 75% of district teacher-developed units, lesson plans and benchmark assessments will demonstrate instructional best practices that engage students in critical thinking and CCLS affiliated tasks (analyze, create, evaluate) as measured by monthly review of teacher lesson plans by building leaders, teacher leaders and instructional coaches. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Teachers Rated as "Effective" and "Highly Effective"   |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Sep-16   | ongoing as needed throughout the 201-2017 school year                   | After using current monitoring systems and structures, additional professional development opportunities and/or coaching will be provided by the District for teachers who are identified as needing additional professional development, coaching and support. Building and District leaders will relay support needs to the Director of Professional Development for follow-up.   |
| Sep-16   |   | School leaders will create and share a walk-through tool with their building teachers and district leaders defining specific lookfors in both planning and instructional practice.  |
| Oct-16   |   | School leaders will calendar walk-throughs and establish a feedback loop to provide actionable feedback to teachers in order to improve instruction.  |
| Sep-16   | quarterly, throughout the 2016-20167 school year                        | School and District leaders will review walk-through and APPR observation data in order to monitor and adjust building improvement plans, plan for professional development and future coaching and support.  |
| Nov-16   |   | The Director of Curriculum and Instruction will schedule training for building and district leaders around developing and utilizing the walk-through tools, analyzing data and calibration. These trainings will take place at Saturday Academy.  |
| Nov-16   |   | The District will develop a protocol for teacher lesson plan review and feedback loop focusing on alignment of instruction, curriculum and lesson planning.   |
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### Tenet 4: Teacher Practices and Decisions

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| <b>A. Statement of Practice Addressed:</b> | <b>SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>  | May-15  |
| <b>B2. DTSDE Review Type:</b>              | IIT State-led Review  |

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| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b> | The school district does not effectively collaborate with schools to ensure that each child is challenged and receiving instruction aligned to CCLS. The district does not work effectively with schools to provide rigorous learning opportunities for all students. During OEE review it was noted that the use of higher order questioning is inconsistent. The district does not monitor the implementation of targeted skills presented at PD offerings therefore the impact on teacher practice is inconsistent, limiting student achievement. |
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| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | By June of 2017, 75% of teachers will demonstrate instructional best practices that engage students in critical thinking and or affiliated tasks (analyze, create, evaluate) using higher order questioning and complex materials as measured by walk-through tool observation data and teacher lesson plans. Walk-through data and lesson plans will further inform professional learning opportunities and coaching. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Student Credit Accruals (HS Students)  |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Nov-16   |   | The Director of Professional Development and the Professional Development Committee will develop a professional development plan to measure the impact, implementation and need for future professional development based on walk-through tool and APPR observation data, teacher lesson plans, and teacher survey data. The plan will align with the DTSDE rubric, DCIP and Building SCEP plans.   |
| Nov-16   | Ongoing throughout the 2016-2017 school year at Saturday Academy        | The Director of Curriculum and Instruction will schedule training for building and district leaders around developing and utilizing the walk-through tools, analyzing data and calibration. These trainings will take place at Saturday Academy.  |
| Oct-16   | Jun-17  | Professional Development Committee (PDC) will evaluate walk-through data in order to more effectively plan for PD aimed at meeting the needs of each buildings' teachers.   |
| Jan-17   |   | To more effectively use PD resources to improve teacher practice and raise student achievement, the Director of Professional Development and PDC committee will align the data collection program, PDP Timekeeper, to the DTSDE rubric.   |
| Sep-16   |   | The Director of Professional Development will align the District Conference and Professional Development Request Form to the DTSDE and the DCIP, ensuring targeted professional development.  |
|  |   | To ensure all students improve their skill set in order to be College and Career ready, district and building leaders will conduct walk-throughs and provide feedback specifically focused on rigor and higher order thinking evident in classrooms.  |
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## Tenet 5: Student Social and Emotional Developmental Health

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| <b>A. Statement of Practice Addressed:</b> | SOP 5.1 - The District creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health. |        |
| <b>B1. Most Recent DTSDE Review Date:</b>  |   | May-15 |
| <b>B2. DTSDE Review Type:</b>              | IIT State-led Review  |        |

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| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b> | The District does not currently provide resources and guidance for the schools to positively support the social and emotional health of all students. The District's lack of support for schools to address students' social and emotional developmental health impedes the ability of schools to meet the needs of all students. Staff does not receive formal training that focuses on the identification of behavioral signs which may indicate a student needs support for social or emotional issues. As a result, not all students who have social and emotional developmental health needs are identified and provided with support. District must develop a written protocol which details the district's social and emotional developmental health program to include a student identification process, the roles and responsibilities of all district community members, including families and staff members, and how each is to support |  |
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| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | In order to effectively utilize resources available for schools to better support the social and emotional health of all students, by June of 2017, there will be a 25% decrease of student time spent outside classroom instruction for social and emotional and behavioral needs allowing for more access to the CCLS and content curriculum as shown by year to year comparison using 2015-2016 data as a baseline. |  |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Student Growth Percentile for Low-Income Students<br>Student Average Daily Attendance<br>Student Drop-Out Rate<br>Student Credit Accruals (HS Students)  |  |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Sep-16   | Quarterly throughout the 2016-2017 school year                          | School leaders, school PBIS teams, guidance counselors, social workers and other student support staff will meet to review students' referral attendance and suspension data a minimum of quarterly or more frequently as needed and plan interventions accordingly.  |
| Sep-17   | Feb-17  | The Dignity Act Coordinator along with District PBIS team members will create a document (protocol) outlining the processes and systems and structures in place for supporting students' social and emotional health. This document will also define active roles and responsibilities for all school community members and include a student identification process. This will be shared with all stakeholders at the Superintendent's Conference Day.     |
| Feb-17   | Jun-17  | District leaders will conduct a survey twice a year to determine the degree to which the ability to articulate and implement the plan has increased among staff, support staff, parents and community leaders. Survey data will also be used to determine the degree to which there is a common understanding of the district's plan to promote students' social and emotional health.  |
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## Tenet 6: Family and Community Engagement

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| <b>A. Statement of Practice Addressed:</b> | <b>SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>  | May-15  |
| <b>B2. DTSDE Review Type:</b>              | IIT State-led Review  |

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| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b> | <p>The District currently lacks a formal plan, corresponding goals, and systems for family engagement, limiting family's ability to work in close partnership with the schools to support the social and emotional development of each child and improve each child's learning.</p> <p>There is no formal training or plans to train staff or parents on ways to enable families to partner with the school to support each child's learning. As a result, the communication between the school and families is not uniform and is inconsistently provided across the District. This limits the ability of schools to communicate the District's high expectations for student success to all families.</p> <p>All correspondence is not translated into family's native language. As a result, reciprocal communication between the school and some parents is limited.</p> |
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| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | By June 2017, there will be a 10% increase in the percentage of parents indicating that the District effectively communicates the District's high expectations for student achievement as well as supports available to assist families and students in meeting those expectations, as evidenced by a survey designed to measure the degree to which families perceive the district effectively communicates. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   |   |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Nov-16   |   | The District Dignity Act Coordinator will recruit parents, community, staff, and students to participate on a Family and Community Engagement (FACE) committee.   |
| Dec-16   | Monthly throughout the 2016-2017 school year                            | The District Dignity Act Coordinator will calendar, agenda and facilitate meetings.   |
| Oct-16   | Dec-16  | The Professional Development Director will engage a community/family involvement specialist to provide training the FACE committee members in order to familiarize the group members about the aspects of effective family and community engagement plans.  |
| Dec-16   | Monthly throughout the 2016-2017 school year                            | The FACE committee will meet in order to prioritize District needs and develop the plan.  |
| Dec-16   | Monthly throughout the 2016-2017 school year                            | The FACE committee will meet in order share feedback regarding the plan and make adjustments accordingly.   |

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| Nov-16 | Jun-17 | The Dignity Act Coordinator will share the plan publicly on the district website, through written communications, PTO meetings and a community forum.   |
| Sep-16 | Jun-17 | By June of 2017, the district will develop a comprehensive Family and Community Engagement plan which includes systems and structures that espouse a climate of belonging for families and communities, implement a purposeful communication strategy in all pertinent languages, and that identify resources and supports to respond to the needs of students and families. The district will include all representative stakeholders (parents, community, staff, and students) to participate in the development of the District comprehensive plan which states the expectations around creating and sustaining a welcoming environment and providing adequate opportunities for families to become partners with the school community to promote each child's learning. |
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**Focus District Set-Asides**

| <b>Parent Education Set-Aside Calculation Based on Federal Funding</b> |                   |   |                           |
|--|-------------------|---|---------------------------|
| <b>Fund Source</b>   | <b>Allocation</b> | <b>Parent Engagement Set-Aside -- Required Percentage</b> | <b>Mandated Set-Aside</b> |
| Title I, Part A  | \$1,112,593       | 1%  | \$11,126                  |

| <b>Improvement Set-Aside Calculation Based on Federal Funding</b> |                    |  |   |
|---|--------------------|--|---|
| <b>Fund Source</b>  | <b>Allocation</b>  | <b>Improvement Set-Aside - Required Percentage</b> | <b>Mandated Set-Aside (Equivalent Amount)</b> |
| Title I, Part A   | \$1,112,593        | #N/A   | #N/A  |
| Title II, Part A  | \$191,793          | #N/A   | #N/A  |
| Title III, Part A LEP (allocation listed only if required)        | \$46,480           | #N/A   | #N/A  |
| <b>Total Federal Allocation Subject to Set-Aside</b>              | <b>\$1,350,866</b> | <b>#N/A</b>  | <b>#N/A</b>                                   |

| <b>Funding Sources Used to Meet Required Set-Aside for Improvement</b> |                        |
|--|------------------------|
| <b>Fund Source</b>   | <b>Budgeted Amount</b> |
| Title I, Part A  | \$112,593              |
| Title II, Part A   |                        |
| Title III, Part A LEP  |                        |
| Title VI REAP  |                        |
| School Improvement Section 1003(a) - SIG A                             |                        |
| School Improvement Section 1003(g) - SIG G                             |                        |
| School Innovation Fund   |                        |
| Local / General Funds  |                        |
|  |                        |
|  |                        |
| <b>Total Funding Reserved for Improvement</b>                          | <b>\$112,593</b>       |

#N/A

| <b>Required Activity</b>  | <b>The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")</b> | <b>Anticipated Cost of Implementation (District + School Costs)</b> | <b>Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")</b> | <b>If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25</b> |
|---|---|---|---|---|
| Participate in DTSDE Trainings  | Yes   | \$22,000  | Yes   |   |
| Conduct DTSDE reviews, including administration of required annual surveys    | Yes   | \$26,000  | Yes   |   |
| Develop high-quality DCIP and SCEP plans                                      | Yes   | \$80,000  | Yes   |   |
| Review the qualifications of Priority and Focus School Leaders                | Yes   | \$6,000   | Yes   |   |
| Submit quarterly leading indicators report to NYSED                           | Yes   | \$500   | Yes   |   |
| Evaluate the fidelity of program implementation                               | Yes   | \$2,500   | Yes   |   |
| Provide Public School Choice to students in Priority and Focus Schools        | Yes   |   | Yes   |   |
| Offer 200 hours of Extended Learning Time to students in each Priority School | Yes   |   | Yes   |   |
| <b>TOTAL</b>  |   | <b>\$137,000</b>  |   |   |

**Financial Allocation Plan - Improvement**

| <b>Improvement Set-Aside Budget Summary</b> |                              |   |
|---|------------------------------|---|
| <b>District</b>                             | <b>Accountability Status</b> | <b>Amount of Funds Allocated for District-Level Improvement</b> |
| Dunkirk City School District                | Focus District               |   |
| <b>Name of Priority/Focus School</b>        | <b>Accountability Status</b> | <b>Amount of Funds Allocated for School-Level Improvement</b>   |
| School 3                                    | Focus                        | \$28,149  |
| School 7                                    | Focus                        | \$28,149  |
| Dunkirk Middle School                       | Focus                        | \$28,149  |
| Dunkirk High School                         | Focus                        | \$28,149  |
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| <b>DISTRICT / BUILDING TOTALS</b>           |                              | <b>\$112,596</b>  |

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$112,593  
 Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? NO

**Financial Allocation Plan - Parent Education**

| <b>Parent Education Set-Aside Budget Summary</b> |                              |   |
|--|------------------------------|---|
| <b>Name of Priority/Focus School</b>             | <b>Accountability Status</b> | <b>Amount of Funds Allocated for Parent Education</b> |
| School 3   | Focus                        | \$2,750   |
| School 7   | Focus                        | \$2,750   |
| Dunkirk Middle School                            | Focus                        | \$2,750   |
| Dunkirk High School                              | Focus                        | \$2,750   |
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| <b>DISTRICT / BUILDING TOTALS</b>                |                              | <b>\$11,000</b>                                       |

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$11,126  
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? NO