LEA Name:	Dunkirk City School District
LEA BEDS Code:	060800010003
School Name:	School 3

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Daniel Genovese	Title	Principal
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Website for Published Plan	dunkirkcsd.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 SCEP 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's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

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

X 1. The School Comprehensive Education Plan (SCEP) 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. Note: For schools identified as Pers

X 2. The School Comprehensive Education Plan (SCEP) 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.

X 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

X 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.

X 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X 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.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP 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 SCEP.

Instructions: List the stakeholders who participated in developing the SCEP 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 21, 2016	School 3 Media Center	21-May-16	LGI Dunkirk High School
May 11, 2016	School 3 Media Center		
May 18, 2016	School 3 Media Center		
May 24, 2016	School 3 Media Center		
April 16, 2016	LGI Dunkirk High School		

Name	Title / Organization	Signature
William Barnes	Second grade teacher	
Michael Thompson	Fifth grade teacher	
Tammy Notarnicola	Second grade teacher	
Corinne Rukavina	Forth grade teacher	
Diana Nigro	Thrid grade teacher	
Marie Damico	Social Worker	
Daniel Genovese	School Principal	
Dawn Hoth	Curriculum and Instruction Coach	
Edward Hazen	Director of Curriculum	
Anna Fred	ENL Teacher/ Parent	

School Information Sheet

School Information Sheet							
Grade Configuration	preK-5	Total Student Enrollment	270	% Title I Population	86%	% Attendance Rate	94%
% of Students Eligible for Free Lunch	86%	% of Students Eligible for Reduced-Price	0%	% of Limited English Proficient Students	33%	% of Students with Disabilities	5%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	5%	% Hispanic or Latino	73%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	18%	% Multi-Racial	4%

School Personnel							
Years Principal Assigned to School	12	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with **NO** Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	20%	Average # of Teacher Absences	4.80%

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	X	Identification for Math?	X	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	8%	Math Performance at Level 3 and Level 4	14%	Science Performance at Level 3 and Level 4	55%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

	Did Not Meet Adequate Yearly Progress (AYP) in ELA		
	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) in Mathematics		
	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) 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
	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP 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 SCEP, 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 SCEP 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 School achieved the goals identified in the previous year's School Comprehensive Education 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 School successfully implemented the activities identified in the previous year's SCEP (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 SCEP 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 SCEP 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 SCEP 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 school 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

In reflecting on the <u>PREVIOUS YEAR'S</u> 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).

Newly identified Focus School

• 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.

Newly identified Focus School

In developing the <u>CURRENT YEAR'S</u> plan:

• List the highlights of the initiatives described in the current SCEP.

Our building focus this year will be targeting writing skills deficiency K-5. We will dedicate 60 minutes per week to writing instruction, include data meetings around student's progress with writing, building wide benchmarks and rubrics. Creation of videos to promote parent understanding and support of Common Core math, walkthrough feedback loop for all teachers to assist instruction and a focus on student attendance are priorities.

• List the identified needs in the school that will be targeted for improvement in this plan.

Some of our most important needs are as follows: (1)effectively using data to inform instructional best practice (2) provide feedback to teachers on their instruction (3) develop a progress monitoring tool to address writing deficiencies, interventions and monitor student progress (4) chronic absenteeism resulting in limited access to Common Core curriculum and instruction (6) parent communication and engagement specifically related to Common Core Math (7) Academic progress for all subgroups, specifically ENLs.

• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

It is the goal of School 3, in partnership with our community, to foster a safe and healthy environment where students will learn, grow, and prosper into life-long learners. By working to achieve the SMART goals and activities as outlined in our building's improvement plan, students will be provided a variety of opportunities designed to promote academic achievement and to become life-long learners.

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

STAR Reading: BOY & EOY data will be used to assess students growth. Goal for our targeted ENL population will be to increase by a minimum of one grade equivalent (GE). Student writing will be assessed using a SED approved progressions writing rubric BOY & EOY. Students who struggle with writing phrases, using correct grammar, etc. and classified 1 or 2 will show gains by a minimum of one developmental level.

• Describe how school structures will drive strategic implementation of the mission/guiding principles.

We will schedule quarterly data meetings with all teachers beginning October 17, 2016. Professional development monitoring will occur on a quarterly basis with scheduled classroom walk-through visits. The School Improvement Team will meet quarterly to review and monitor building goal progress.

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

Issues involving time, contractual restraints, lack of parental involvement, continuity, community-wide poverty issues, and language barriers will be some of our challenges.

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

Summer professional development will be offered by RBERN specialists to offer teacher writing strategies that will assist all ENL students struggling with their writing skills deficiencies. Station teaching strategies will also be offered to help facilitate independent writing.

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

Communication with teachers will take many forms. Faculty meetings, sharing of walkthrough data, walkthrough feedback, monthly web site updates, and building newsletters will be developed.

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

Communication with the community will be enhanced by district web site, BOE meetings and written notice.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Transition plans will involve parent orientation scheduled in the fall, meetings with area service providers including Head Start, sharing of records with District School 5 (current preschool provider), Special Ed office, ESL office summer medical screening involving school nurse, and migrant program meetings held with various community service providers.

Re-Identified Focus Schools

identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional

More information about the Turnaround Principles can be found at: https://www.ed.gov/sites/default/files/esea-

1. Identify the Turnaround Principle the school is choosing to implement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

>

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

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2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack therof that have occurred since the 2015-16 plan.

>

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

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Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States

1. Describe the schedule that will result in implementation of a whole school reform model no later than the

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	y	y	y	y	y
Student Average Daily Attendance				y	
Student Drop-Out Rate				y	
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework			y		y
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate				y	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"	y	y	y		
Teacher Attendance at Professional Development	y	y	y		
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	Newly Identified Focus School/NA
B2. DTSDE Review Type:	Newly Identified Focus School/NA

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	While best practices are evident in many classes, research based strategies including the use of learning targets, student engagement protocols and higher order questioning is not consistently evident across all classrooms. A system for monitoring, collecting data and using data to making informed decisions about school improvement through teacher practice, should be created. A baseline will be established in September 2016.

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.	To ensure all students improve their skill set in order to be College and Career ready, by June 2017, there will be a 25% increase in the number of classroom teachers who consistently demonstrate best, research based practices, including the use of learning targets, students engagement protocols, higher order questioning, and differentiated instruction allowing for access to Common Core Learning Standards (CCLS) for all subgroups as evidenced by walk-though observation data and teacher lesson plans.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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 <u>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.</u>
May-16	Sep-16	A committee of stakeholders, in collaboration with the School Improvement Team and technology office, will create a data collection walkthrough tool using Survey Monkey.
Jun-16	Sep-16	The walkthrough tool indicators will be shared with all faculty and staff at the end of the year faculty meeting, June 2016, and again in September 2016.
Jun-16	Sep-16	The building leader will create a system doing walk-through observations and providing actionable, specific feedback to teachers on a quarterly basis.
	Sep-16	Building leader will share feedback loop system with all faculty and staff at beginning of the year faculty meeting.
Jul-16	Ongoing as needed as evidenced by walkthrough findings	Professional development (PD) will be scheduled by the building leader and Director of Curriculum and Instruction and provided for all teachers and staff. PD topics will be specific and targeted to agreed upon walkthrough tool indicators (Higher level questioning, learning targets, engagement protocols, differentiated instruction, and accessibility strategies for ELL's.) PD implementation and impact data will be collected using teacher surveys and classroom walkthroughs.
Jul-16	Ongoing throughout the 2016-2017 school year	Regional Bilingual Education Resource Network (R-BERN) will schedule and provide ongoing coaching, workshops and collaborative support aimed at the buildings' improvement initiatives and SMART goals. Coaching implementation and impact data will be collected using teacher surveys and classroom walkthroughs.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	Newly Identified Focus School/ NA
B2. DTSDE Review Type:	Newly Identified Focus School/ NA

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Although data is being collected, it is not being analyzed regularly for lesson planning, interventions and differentiation or the promotion of student ownership of their learning and progress. As a result, differentiation and targeted interventions to address students' skills deficiencies are not being effectively implemented building-wide. Some students are unaware of what they need to do to improve.

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.	In order to ensure data is being used to maximize the impact of teacher instructional practices on student proficiency and ownership of their learning, over the course of the 2016-2017 school year 100% of stakeholders will meet to analyze student performance data, using a data protocol, a minimum of four times per year as evidenced by meeting agendas and minutes as well as exit ticket plans for addressing student needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** 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 <u>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.</u>
Jul-16	Sep-16	To allow for structured use of scheduled data meetings, school leader and stakeholders will meet to develop a data analyzation protocol to be used at all data meetings. School leader will facilitate training of all stakeholders in the use of the agreed upon data protocol on opening PD day of the 2016 school year.
Jun-15	Sep-16	School leaders and faculty will meet to define building-wide prioritized learning outcomes and which data points most effectively relay student progress towards those outcomes. These data points will be analyzed at scheduled meetings and used to inform instruction and interventions.
Sep-16	Quarterly throughout the 2016-2017 school year	Data meeting "exit tickets" will require the School Based inquiry Team identification of individual student needs and an instructional and intervention plan for addressing those needs.
Sep-16	Ongoing throughout the 2016-2017 school year.	Teachers will continuously provide actionable feedback to students regarding their writing proficiency and assist in setting goals for improvement allowing for student ownership of their learning.
Sep-16	Quarterly throughout the 2016-2017 school year	School leader will schedule and facilitate School Based Inquiry Team data meetings a minimum of four times a year.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	Newly Identified Focus School/ NA
B2. DTSDE Review Type:	Newly Identified Focus School/ NA

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	New York State Module data, Dunkirk Benchmark assessment data as well as New York State ELA data indicates the majority of the building's students are not achieving grade appropriate proficiency in writing. The writing curriculum, resources and time allocated for writing instruction must be reviewed and a system for analyzing the effectiveness of changes put in place.

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.	Using the 2015-2016 benchmark data as a baseline, by June 2017 the building will increase by 10% the number of students scoring proficient on district writing benchmarks to be given at the beginning, middle and end of the 2016-2017 school year. All core teachers will dedicate a minimum of sixty minutes per week to writing instruction.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Completion of Advanced Coursework Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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	Ongoing, quarterly throughout the 2016-2017 school year.	The building leader will schedule and facilitate Writing Portfolio data meetings with the School Based Inquiry teams quarterly. Teachers will analyze student work on benchmark writing assessments using data protocol and use findings to drive instructional decision making and determine the effectiveness of targeted writing instruction, resources and curriculum.
Jul-16	Sep-16	Core teachers will create a progressive, grade appropriate rubric to be used building-wide allowing for consistency in the scoring of student work and rigorous and consistent student expectations. This rubric will be shared with all stakeholders and teacher scoring will be calibrated in September 2016.
Sep-16	Jan-16	Progressive, grade appropriate pre- and post-tests will be created by core teachers, shared and implemented building-wide to monitor students' writing progress allowing for individualized, targeted instruction and interventions as needed.
	Nov-16	School leader will schedule and offer to all faculty professional development to be provided by R-BERN on literacy, writing and independent writing strategies by November 2016. Evidence of implementation and impact of this PD will be collected by building and district leaders using walkthrough tool indicators and student progress on benchmark writing assessments. Follow-up PD opportunities will be provided as needed as evidenced by walkthrough data and student progress data.
Jun-16	Aug-16	The Direct of Curriculum will schedule summer PD and make available to all core teachers the opportunity to attend professional development focused on engagement protocols to promote writing skills. Evidence of classroom implementation and impact of this PD will be collected by building and district leaders using walkthrough tool indicators. Follow-up PD opportunities will be provided as needed as evidenced by walkthrough data.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	Newly Identified Focus School/ NA
B2. DTSDE Review Type:	Newly Identified Focus School/ NA

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	After reviewing current 2015-2016 data, the School Based Inquiry Team (SBIT) has determined that chronic absenteeism has resulted in large gaps in student access to curriculum resulting in academic content as well as skill deficiencies.

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.	In order to help ensure students' consistent access to curriculum and classroom instruction, the building will meet the district goal of 95% attendance rate by the end of the 2016-2017 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Truancy Rate

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** 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 <u>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.</u>
Jun-16	September 2016 and ongoing throughout the school year.	Using 2015-2016 data as a baseline, the school social worker will identify students with chronic absenteeism (to be defined as missing more than 10% of the school year in 2015-2016) and share data with all stakeholders.
	September 2016 and ongoing throughout the school year.	School social worker will assign students identified as chronically absent volunteer teacher mentor who will use various interventions to encourage and monitor student attendance.
	Oct-16	School leader and social worker will facilitate the development of a data collection protocol to track attendance patterns and monitor interventions.
	September 2016 and ongoing throughout the school year.	School social worker will offer to all teacher mentors training on effective mentoring strategies, as well as interventions and student incentives aimed at improving student attendance.
	Nov-16	The PBIS team, social worker and teacher mentors will create an incentive/reward system to promote and celebrate the meeting of building and individual student attendance goals.

	Ongoing throughout the 2016-2017 school year.	The buildings attendance SMART goal and its impact on student progress will be shared and promoted with all families, students and faculty. Daily announcements, PTO meetings, primary orientation meetings and other forms of school/family communications will be used to continually promote the goal. (Strive for Five)
Sep-16	October 2016 and ongoing throughout the school year as building, district and community resources become available	A collection of resources families can access to assist them with ensuring consistent students attendance will be created by the PBIS team, school social worker and teacher mentors and shared with all stakeholders

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	Newly Identified Focus School/ NA
B2. DTSDE Review Type:	Newly Identified Focus School/ NA

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on family survey data and feedback, parents have indicated a lack of knowledge about Common Core Math resulting in and inability to provide their children with at-home support.

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.	To empower families to provide support for their students and enhance communication and dialogue with parents around the new CC Math Curriculum, an instructional technology resource will be put in place. Increase in parent communication and understanding of CC math will be evidenced by a 10% increase in math web site hits as well as parent feedback concerning their ability to provide at home math support to their students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Completion of Advanced Coursework Parent Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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.
Aug-16	Ongoing throughout the 2016-2017 school year	Teacher leaders will develop grade level math module aligned tutorials and post to the schools web site. This work will be ongoing and responsive to students and parent needs. These resources will be available in both English and Spanish.
Sep-16	ongoing throughout the 2016-2017 school year	Math resource link will be shared with all families through global connect, orientation events, school newsletter, classroom communication and parent workshops.
July-August 2016	ongoing throughout the 2016-2017 school year	Summer and ongoing after school PD opportunities will be provided to all staff focused on creating grade level tutorials.
Sep-16	ongoing throughout the 2016-2017 school	School Improvement Team will conduct quarterly monitoring meetings to determine resource usage and areas in need of expansion or improvement.
May-17		In May of 2017, School Improvement Team will create and administer student and parent surveys regarding usefulness of videos and suggestions for improvement and use that data to inform future efforts around parent communication and involvement.