

<b>LEA Name:</b>	Dunkirk City School District
<b>LEA BEDS Code:</b>	06080001003
<b>School Name:</b>	School 7

**ENTER DATA INTO ALL YELLOW CELLS.**

**2016-2017 School Comprehensive Education Plan (SCEP)**

<b>Contact Name</b>	Michele Heenan	<b>Title</b>	Elementary Principal
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<b>Website for Published Plan</b>	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.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Dr. James Tracy	
President, B.O.E. / Chancellor or Chancellor's Designee		David Damico	

## Statement of Assurances

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

- 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
  
- 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.
  
- 3. The School Comprehensive Education Plan (SCEP) 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.

## 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 16, 2016	High School - Large group instruction room	21-May-16	High School - Large group instruction room
April 30, 2016	High School - Large group instruction room	6-Jul-16	School 7 Media Center
May 12, 2016	School 7 Principal's Office	7-Jul-16	School 7 Media Center
May 14, 2016	High School - Large group instruction room	8-Jul-16	School 7 Media Center
May 18, 2016	School 7 Principal's Office		

Name	Title / Organization	Signature
Nancy Baker	Dunkirk Teacher Association President & Title 1 Teacher	
Marcella Dolce	5th grade Teacher	
Cady Dunning	5th grade Teacher	
Julie Freling	4th grade Teacher	
Amber Lancaster	ENL Teacher	
Dawn Hoth	Curriculum & Instruction Coach	
Ed Hazen	Curriculum Director	
Michele Heenan	Elementary Principal	
Deb Wisniewski	Social Worker	
Ed Reyes	Parent representative	
Jermaine Kenner	Parent representative	
Lisa Sunday	United Way - Community Partner	
Michele Starwalt	Chautauqua Striders - Community Partner	
Kate Piazza	Director of Boys & Girls Club - Community Partner	
Karan Foti	Chautauqua County Mental Health - Community Partner	
Alison Williams	Special Education Teacher	
Cheryl Gawronski	2nd grade Teacher	
Kim Murphy	AIS Teacher	

## School Information Sheet

School Information Sheet							
Grade Configuration	Pre K - 5	Total Student Enrollment	287	% Title I Population	100%	% Attendance Rate	95%
% of Students Eligible for Free Lunch	60%	% of Students Eligible for Reduced-Price	2%	% of Limited English Proficient Students	14%	% of Students with Disabilities	17%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	6%	% Hispanic or Latino	40%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	49%	% Multi-Racial	5%

School Personnel							
Years Principal Assigned to School	7	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0%	Average # of Teacher Absences	13%

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	X	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	19%	Math Performance at Level 3 and Level 4	33%	Science Performance at Level 3 and Level 4	78%	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
<b>NO</b>	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
<b>NO</b>	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>NO</b>	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
<b>NO</b>	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
<b>NO</b>	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>NO</b>	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
- 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).

NA

- 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.

NA

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

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

Based on our assessment data, walkthrough data, teacher surveys, student surveys and attendance data we have decided to implement the following initiatives:

Regular feedback and loop by administrator to adjust and improve instruction. Training & support for teachers in engagement and differentiation strategies. A school wide reading incentive where students are accountable for tracking their progress. Monthly instructional team data meetings to celebrate successes and adjust instruction based on the needs of the students. Addressing chronic absenteeism with a school wide plan and mentoring luncheons for an identified target group. Improved communication with families and provide resources to improve families ability to help their children with homework especially in the area of math. Starting in the lower grades with a research based Tier 1 intervention in Kindergarten and 1st grade to build foundational literacy skills (Fast Forward) in addition to the classroom ELA instruction, increased student recognition and student mentoring groups.

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

(1) Effectively using data to inform instruction through research based best practices (2) Providing feedback & support to teachers to improve instruction (3) Academic progress for all subgroups (4) Students need to take ownership of their learning and reflect on their learning. (5) Helping families be able to understand what is being taught in the school and how to help their child at home through increased communication and access to resources.

- 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.

The mission of the School Seven is to provide the teaching and learning environments which will ensure, with the support of the students, parents and community, that all students, upon graduation, will have the academic and social skills and strategies to be successful life-long learners. We have develop SMART goals based on our needs and our mission statement designed to promote academics, social & emotional traits along with greater partnerships with families.

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

Increase the percentage of proficiency on the ELA & Math exams for all populations but especially for the populations that we did not make AYP: Hispanic, White & Economically Disadvantaged

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

We have had a series of meeting analyzing and reflecting on academic achievement, teacher survey data and student survey data. We have reflecting on our strengths and weaknesses in each of the tenets. As a team we have had thorough conversations about the areas to focus on to move all subgroups forward. We have calendared all of activities for the school year to ensure that we will be on track for meeting our goals. We will reflect monthly on our progress towards our goals at our monthly faculty meetings and make adjustments as needed.

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

The Dunkirk Teacher's Association is currently without a contract this may lead to teacher opposition to take on new tasks and them taking an approach of work to rutilie (8:00 to 3:00). This will impact time for team meetings and PD after school. I will help the teacher understand that our mission has always been to do what is best for students and they we work in a depressed area. Teaching jobs are one of the better paying jobs for this area. I will make sure they feel supported in daily conversations and at faculty meetings. The Director of Curriculum K-5 position was cut when the person accepted a job in a different district. The Director of Curriculum 6 - 12 will now acquire those additional duties and being that we have 4 Focus schools in our district I am concerned that we will not get the attention that we need to support the teacher with curricular trainings. I will address this with the new Superintendent and schedule regular meetings with the current Director of K-12 Curriculum. We have a lack in parental involvement but I will address this by requiring each teacher to invite families into their classrooms at least once a year above and beyond the things we already do as a school. Parents love to watch their children preform but when it comes to academics we see a sharp decline. We will increase communication with families through class Dojo and social media. Parents may not be able to physically come to the building but we will keep them informed and the day to day events and provide parent friendly supports for homework help at home. Due to cuts in staffing, Title 1 reading support, ESL and Library Aide support is reduced. I will address this by advocating to the new Superintendent how important these roles are within the building. The Library Aide plays a crucial role in the school. She has been cut to 4 days a week from 5. This will limit Library access to the books and to our technology. We have a communication barrier with many of our families. It is frustrating for them and us when they come to the school and we can't communicate with each other. We have 1 translator available to interpret and make home visits and no one is available during the summer planning months to translate materials for September. I will address this by again bringing it to the attention of the new Superintendent and by having my bilingual teacher aides help us when the translator isn't available. This school year we had shortage of teacher substitutes. To address this we would have to pull AIS, Title 1 and ESL teachers to cover classrooms and cancel their services. When reflecting on the teacher's average daily attendance, I noted that my 2 ESL teachers have had 44 and 37 absences respectively. The 4 Special Education teachers have had 34, 63, 22 and 24 absences respectively. My neediest subgroups of students have had a big chunk of instruction from substitutes. To address this I am looking to the reasons for the absences, approximately 10 per teacher were for CSE meetings and others were trainings, sick days and personal days. I have brought this to the attention of the Director of Special Education. We look at ways to limit the amount of time teachers are out of their classrooms that we can control. In addition, to address the substitute shortage we have advertised for substitutes in our local paper and I have encouraged teachers to notify us as soon as possible when they will be out. In addition, we hold most meetings after school.

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

PD will be informed by feedback from our walkthrough tools, teacher surveys, APPR data and our Smart goal activities. We share that information with our professional development committee and they schedule training sessions during the summer, after school and during in-service days. PD is currently aligned with our SCEPS. Currently this summer teachers can attend

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

To strengthen relationships with school staff and the community, I will share information in as many accessible ways as possible: global connect, Parent Communication Council, Dojo, our website, our electronic sign in front of the school, our Facebook page, faculty meetings, PTO meetings and in our monthly newsletter. I will provide feedback to teachers and have shared decision making at faculty meetings and grade level meetings. I will frequently refer to our vision for our students so that everyone can articulate it. I spent 3 faculty meetings reviewing the Teacher Survey data, student survey data and how the Scep was being developing. We as a faculty looked at Tenets 2 through 6 : the Smart goals and the activities so that everyone is aware of the direction we are headed.

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

The plan will be on our Dunkirk website and hard copies will available in the main office. It will be discussed and approved at the BOE meeting which is open to the public.

- 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.

We have an Open House to build Relational Supports and foster alignment between the settings for the incoming preschool children. The incoming students establish peer connections within the preschool class. We have a parent orientation and handbook. We help the families know more about our routines and what they can do at home to help their child be successful in school. We advertise Pre-K registration in our local newspaper and by sending fliers home with our current students. We maintain periodic contact with the families through a weekly newsletter that shares what they are learning about in the modules, parent teacher conferences and phone calls. If needed we schedule individual meetings between the Pre-K teacher and family.





## **Re-Identified Focus Schools**

(applicable to schools that were identified as Focus during the 2014-2015 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.

Empty text box

**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.

Empty text box

**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 thereof that have occurred since the 2015-16 plan.

Empty text box

**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.

Empty text box



## **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**

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## **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.**





**Tenet 2: School Leader Practices and Decisions**

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Newly identified Focus School/ NA
<b>B2. DTSDE Review Type:</b>	Newly identified Focus School/ NA

<b>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.</b>	Based on academic achievement on State tests and the Dunkirk School Performance Scan Staff Survey , teachers receive feedback from their formal announced observation and inconsistently from their walkthroughs on research based instruction, student engagement and question techniques to make instructional changes to improvement academic performance of all subgroups.
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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, 100% of classroom teachers will modify instructional practices based on evaluation feedback as evidenced by walk through, observations, lesson plan evaluation and student academic achievement results.
<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 Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

<b>E1. Start Date:</b> 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.
By the 4th week of every month	May-17	Principal will provide monthly feedback to all teachers on instructional practice, student engagement and questioning techniques.
Sep-16	Jun-17	Teachers will submit lesson plans the 3rd Thursday of every month documenting instructional changes.
Jul-16	Aug-16	Create a walkthrough tool based on research based best practices.
September 1st , 2016		Principal will share walk through tool with all faculty & staff at the opening day meeting in September.
June 27 -	Jul-16	Training in Kagan structures
Jul-16	7/29/2016	Training - Designing GRAIR to differentiate reading
August 22nd, 23rd, 24, 25 2016	26-Aug-16	Training in Cooperative Structures for Learning & Engagement.
By the end of November 2016	ongoing based on need as noted in monthly walk through.	Teachers will be provided opportunities to visit recommended classrooms to observe engagement & curriculum delivery.
Jul-16	Aug-16	Principal will create a form for teachers to reflect on peer classroom visits.
September 1st , 2016		Principal will share teacher reflection form at opening day meeting.
Nov-16		Teacher will then fill out a reflection on the visit and submit to the Principal within 3 days of the scheduled visit.
Sep-16	Jun-17	Ongoing PD will be scheduled based on evidence collect from walkthrough tools.

**Tenet 3: Curriculum Development and Support**

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Newly Identified Focus School/ NA
<b>B2. DTSDE Review Type:</b>	Newly Identified Focus School/ NA

<b>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.</b>	Based on Dunkirk School Performance Scan Staff surveys and student surveys- students do not have systems to reflect on their learning and to keep track of their progress. Research shows that there is a direct correlation between the amount of time a child spends reading was strongly correlated with the scores the child earned on tests of reading proficiency. School Seven students only read a total of 11, 146,703 words as measured by Accelerated Reader. Our students come to us lacking the basic foundations for literacy.
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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 23, 2017 to promote literacy we will increase accountable individual reading from 11, 146,703 words to 50,000,000 words for School 7 as measured by Accelerated Reader reports.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Monthly AR Reports & Quarterly Incentives

<b>E1. Start Date:</b> 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.
7-Jul-16		Create communication letter to families with our school wide AR goal
1-Aug-16		Create communication letter to families with our school wide AR goal - translated into Spanish
Sep-16	Jun-17	Reading Incentive Committee will meet the 2nd Tuesday of each month and review AR reports and progress towards goals.
6-Sep-16		Communication letter to parents will be sent home with all students K-5
Aug-16		Reading Incentive Community will create a tracking display.
Sep-16		Teachers will be given students AR levels by the Principal
Sep-16	Jun-17	Teachers will submit lesson plans the 3rd Thursday of every month noting the Accountable Independent Reading time daily.
Nov-16		School wide celebration when 1/4 of goal is achieved 7,500,000 words read - photo booth
Feb-17		School wide celebration when 1/2 of goal is achieved 10,000,000 words read - movie & popcorn
Apr-17		School wide celebration when 3/4 of goal is achieved 15,000,000 words read - star luncheon
Jun-17		School wide celebration when goal is achieved 17,5000,000 words read - field trip
9-Sep-16		Kick off assembly for the Reading Incentive Program
28-Jul-16		Fast Forward training for Kindergarten and 1st grade teachers
1-Sep-16	Jan-17	All first grade students will use Fast Forward 5 times a week for the first 20 weeks of school
1-Feb-17	Jun-17	All kindergarten students will use Fast Forward 5 times a week for the first 20 weeks
1-Sep-16	Jun-17	Teachers will submit lesson plans the 3rd Thursday of every month noting Fast Forward.
Sep-16	Jun-17	Monthly students will add their words read to their classroom AR chart.

**Tenet 4: Teacher Practices and Decisions**

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Newly Identified Focus School/ NA
<b>B2. DTSDE Review Type:</b>	Newly Identified Focus School/ NA

<b>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.</b>	Based on Dunkirk School Performance Scan Staff Survey , teachers receive feedback from their formal announced observation and inconsistently from walkthroughs on research based instruction, student engagement and question techniques to make instructional changes to improvement academic performance of all subgroups. Data is being collected but it is not being analyzed on a regular basis for adjusting instruction and differentiating instruction. In addition grade level data meetings are only held 3 times a year (BOY, MOY and EOPY) which is insufficient to reflect on the data as an instructional team and make changes.
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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>	Over the course of the 2016-2017 school year, 80% of teachers will consistently collect and share individual student data that will be analyzed and used to make instructional changes aimed at increasing student achievement.
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<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 Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development
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<b>E1. Start Date:</b> 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	May-17	Monthly grade level instructional team meetings to review data using a data protocol.
Jul-16		Principal will Response to Intervention: Considerations for School Leaders training to ensure school leader practices are promoting success for all students.
Aug-16		Principal will create a google doc for teachers to submit an area of strength(celebration) and an area of focus
1-Sep-16		Principal will share google doc (how to access and purpose ) at the opening day faculty meeting.
Sep-16	Jun-17	Teachers will submit summative classroom data on google doc.
Oct-16	Jun-17	1st Thursday of every month will be a scheduled faculty meeting immediately following dismissal to review collected google doc information.
Sep-16	Jun-17	Teachers will submit lesson plans on the 3rd Thursday of every month to document instructional changes.
Sep-16	Jun-17	Feedback loop- Principal will note changes within walkthrough feedback.
Sep-16	Monthly throughout the 2016-2017 school year	Instructional teams, Professional Learning Communities, will meet monthly to reflect on data using a data protocol and make instructional changes in ELA and Math at all K-5 grade levels for all targeted subgroups.

**Tenet 5: Student Social and Emotional Developmental Health**

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Newly Identified Focus School/ NA
<b>B2. DTSDE Review Type:</b>	Newly Identified Focus School/ NA

<b>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.</b>	Based on Dunkirk School Performance Scan Staff Survey and student survey and our attendance rate, we see a correlation between students with chronic absences and their academic performance. This group of students have never been recognized as a School Seven Student of the month. We need a mentoring program for these students so that they feel connected to school and we need a systematic procedure for addressing attendance before it is chronic. We had 23 students with 18+ absences with the greatest number of absences being 40. The secretary serves as the primary point of contact for students who miss school. The Secretary contacts parents/guardians regarding absences. If
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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>	Decrease the number of students who are chronically absent during the 2106-17 school year (miss 18 or more days) by 50%.
<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 Student Average Daily Attendance Student Discipline Referrals Teacher Attendance at Professional Development

<b>E1. Start Date:</b> 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.
Jul-16		Create a School 7 attendance plan to delineate what steps will be taken at each 5 day increment of absences.
Jul-16		Create a parent letter that explains the importance of attendance.
Aug-16		Have parent attendance letter translated to Spanish.
Jul-16		Create a attendance policy that parents must read and sign
Aug-16		Create a attendance policy that parents must read and sign - translated to Spanish
Jul-16		Identify students that will be the targeted group.
Sep-16		BOY pre-survey of social/emotional traits of students in the target group using the SDQ - Strengths and Difficulties Questionnaire
Jan-17		MOY survey of social/emotional traits of students in the target group using the SDQ - Strengths and Difficulties Questionnaire
Jun-17		EOY survey of social/emotional traits of students in the target group using the SDQ - Strengths and Difficulties Questionnaire
Sep-16	Jun-17	Monthly Leadership luncheon - targeted group will have lunch with a mentor
Oct-16	Jun-17	1st Tuesday of each month will have a Student of the Month assembly to award/recognize students chosen by their classroom teachers.
Sep-16	Jun-17	For those students receiving recognition, the Parents will be mailed a letter to invite them to the Student of the Month assemblies
Sep-16	Jun-17	Run attendance report every Friday throughout the school year.

**Tenet 6: Family and Community Engagement**

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Newly Identified Focus School/ NA
<b>B2. DTSDE Review Type:</b>	Newly Identified Focus School/ NA

<b>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.</b>	Based on the Dunkirk School Performance Scan completed by Staff and students - we do not communicate enough with families so that they can support their child's academic achievement. Students responded 73% to "My family helps with school work at home." Staff responded 27 % to "We conduct needs assessments with families so that we understand their interests and concerns." In addition, Staff responded 45% to " we provide programs so that families can help their children at home."
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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 2016, increase families ability to support students with academics as measured by the student & staff survey by 10%.
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<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 Teacher Attendance at Professional Development Parent Attendance at Workshops Parent Participation in District/School Surveys
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<b>E1. Start Date:</b> 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.
9-Sep-16		Conduct family needs assessment provided online by PLC.
1-Sep-16		Dojo training for all teachers on opening day as a better way to communicate with parents.
30-Sep-16		All classroom teachers must submit a plan of how that will invite parents into the classroom to observe Common Core activities.
31-Aug-16		Website link for curriculum support
9-Sep-16		Demonstration for teachers on how to navigate the website link for curriculum support
30-Sep-16		Demonstration for parents on how to navigate the website link for curriculum support at the first PTO meeting
1-Sep-16		Demonstration for parents on how to navigate the website link for curriculum support at Open House
Sep-16	ongoing throughout the 2016-2017 school year	Website link will be promoted monthly in school newsletter.
30-Sep-16		On our website we will have Community resources listed for family supports.