

LEA Name: Dunkirk City School District  
 LEA BEDS Code:  
 School Name: Dunkirk High School

**ENTER DATA INTO ALL YELLOW CELLS.**

**2019-2020 School Comprehensive Education Plan (SCEP)**

Contact Name	Alan Gens	Title	Principal
Phone	716.366.9300	Email	agens@dunkirkcsd.org
Website for Published Plan			

**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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

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

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## 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

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

**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").**

<input type="checkbox"/>	Limited Degree (Fewer than 20% of goals were achieved.)
<input checked="" type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
<input type="checkbox"/>	Moderate Degree (At least 50% of goals were achieved.)
<input type="checkbox"/>	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").**

<input type="checkbox"/>	Limited Degree (Fewer than 20% of activities were carried out.)
<input checked="" type="checkbox"/>	Partial Degree (Fewer than 50% of activities were carried out.)
<input type="checkbox"/>	Moderate Degree (At least 50% of activities were carried out.)
<input type="checkbox"/>	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**

<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.)
<input checked="" type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.)
<input type="checkbox"/>	Moderate Degree (A majority of identified subgroups improved achievement.)
<input type="checkbox"/>	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").**

<input type="checkbox"/>	Limited Degree (There was no increase in the level of Parent Engagement.)
<input checked="" type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input type="checkbox"/>	Moderate Degree (There was modest increase in the level of Parent Engagement.)
<input type="checkbox"/>	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**

<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.)
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X

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").**

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



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

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

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

Dunkirk CSD website



**Tenet 1 or Tenet 2**

A1. DTSDE Pillar	2D. Provides HighQuality Instructional Leadership
A2. DTSDE Sub-Pillar (if	Monitoring and Analysis

B1. Baseline Data: Provide the most recently available information.	The District-Led Support Visit team found that the majority of school leaders' time and efforts have been consumed by executing a mid year transition. On the School Performance Scan Survey, only 11.1 percent of teachers indicated agreement that, "Our school leaders frequently visit our classrooms, conducting informal walkthroughs."
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C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2	By May 2020, the school leaders will consistently give detailed formative feedback to teachers via the walkthrough tool, resulting in at least a 75% or higher rating on component L11 in the School Performance scan.
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D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	District-led Support Visit team found that the majority of school leaders' time and efforts have been consumed by executing a mid year transition. In order to have consistency of productive instructional practices, we need to create a supportive and encouraging environment regarding instructional conversations. As a result, there is a gap between the consistent need for feedback to teachers regarding instructional practices, and the actual practice. We need to increase the amount and quality of actionable feedback from school leaders to teachers regarding instructional practices as guided by learning targets.
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<b>E1. Action Plan - August 2019 through January 2020</b>	
<b>E2. Start Date:</b>	<b>E3. End Date:</b>
Identify the projected start date for each activity.	Identify the projected end date for each activity.
8/1/2019	9/30/2019
8/1/2019	5/31/2020
<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>	
Administration will re-introduce the walk-through tool, and the purpose of the tool, to the staff at the staff meeting prior to school starting. SUCCESS CRITERIA: Staff meeting agendas and sign in sheets will be kept as proof of implementation.	
One indicator from the aggregate walk-through tool data will be discussed at each monthly staff meeting through May. SUCCESS CRITERIA: Staff meeting agendas and sign in sheets will be kept as proof of implementation.	





**Tenet 3 or Tenet 4**

<b>A1. DTSDE Pillar</b>	<b>3D-Lesson Focus and Organization</b>
<b>A2. DTSDE Sub-Pillar (if</b>	Lesson Structure

<b>B1. Baseline Data: Provide the most recently available information.</b>	The most recent School Performance Scan Survey showed that 46 percent of staff indicated that, "Our model/template for lesson planning includes all essential components for effective instruction."
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<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4</b>	By May 2020, at least 75% of teachers will be implementing lessons that incorporate the essential component of learning targets that are student centered, rigorous and able to be assessed.
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<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	DTSDE Feedback: In 2018 the District-Led Support Visit team found that there is a lack of a system to review lesson plans and give feedback. School Leadership is aware of the lack of consistent, rigorous, student centered, and measurable learning targets. As a result, there is a gap between actual practice and the purposeful use of learning targets to drive daily scaffolded classroom instruction to differentiate for the needs of students. As a way to establish a consistent and effective lesson planning tool there needs to be a focus on learning targets to create better student centered lessons. We find that we need to see evidence of purposeful planning for differentiation and student engagement as shown by evidence from the walk-through tool.
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<b>E1. Action Plan - August 2019 through January 2020</b>			
<b>E2. Start Date:</b>	<b>E3. End Date:</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>	
<b>Identify the projected start date for each activity.</b>	<b>Identify the projected end date for each activity.</b>		
9/1/2019	9/30/2019	High school administration will announce (at opening staff meeting and through email) the need for rigorous, student centered, and assessable learning targets. HS administration will review the walk through tool criteria with staff at opening meeting. SUCCESS CRITERIA: The data from the walk through tool will demonstrate compliance.	





## School-Selected DTSDE Tenet

A1. DTSDE Pillar

5B ENSURING a supportive Environment

A2. DTSDE Sub-Pillar (if

Belonging

B1. Baseline Data: Provide the most recently available information.

15.8% of teachers surveyed identified having an effective system for developing and building student social-emotional, health. Only 25% of Parents surveyed state student behavior does not interfere with instruction.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal

By June 2020, 85% of students in need of behavioral intervention will be given behavioral and academic supports based on student centered tiered strategies and receive regular services to provide socio-emotional support and intervention.

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.

DTSDE Feedback: The School review with the Diagnostic Tool for School and District Effectiveness recommends that the school leader improves instructional practices and decisions to improve student outcomes in a continuous and sustainable manner for all students with conducting walk-through visits in every classroom, to identify trends to inform next steps toward school improvement. Teachers surveyed identified other areas of possible risks with 44.4% that the school has definitive procedures in place for chronic offenders and/or experiencing ongoing difficulties, and 44.4% that we have support groups for students.

### E1. Action Plan - August 2019 through January 2020

E2. Start Date:	E3. End Date:	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Identify the projected start date for each activity.	Identify the projected end date for each activity.	
9/2/2019	9/30/2019	strategies with staff. SUCCESS CRITERIA: Sign in sheets and minutes from faculty meetings (or email
10/1/2019	10/31/2019	behavioral intervention with staff. SUCCESS CRITERIA: Sign in sheets and minutes from faculty meetings
11/1/2019	6/26/2020	their academic and/or behavioral needs. SUCCESS CRITERIA: Examples of student referrals and placements







## Survey Results

<p><b>A1. Survey Baseline Data: Provide the most recently available information.</b></p>	<p>Family Engagement Survey 68% of areas surveyed as possible risks, including 33% of parents indicating our school leaders share data and information about student results with families.</p>
<p><b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results</b></p>	<p>By June 2020, school leaders will have communicated with the community at large on a regular basis via multiple outlets, as evidenced by 75% of parents indicating that school leaders share data about student results on the family engagement survey. In addition, school leaders will work to improve better avenues of two-way communication with families.</p>
<p><b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b></p>	<p>The school leaders recognize a need to improve communication practices between faculty and families to improve student outcomes in a continuous and sustainable manner for all students. Teachers surveyed identified other areas of possible risk with only 40% frequency of communication with families. Parent survey identified that 50% wish to be actively engaged in family conversations around student needs/progress.</p>
<p><b>D1. Action Plan - August 2019 through January 2020</b></p>	
<p><b>D2. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b></p>
<p><b>D3. End Date:</b> Identify the projected end date for each activity.</p>	<p>The School Leader will have set up and advertise School based Social Media Accounts. (Building and Principal twitter accounts having been activated in July). SUCCESS CRITERIA: Evidence of active social media accounts and examples of communication about the accounts will demonstrate success.</p>
<p>7/12/2019</p>	<p>9/4/2019</p>
<p>9/4/2019</p>	<p>6/26/2020</p>
<p>School leaders will continuously update the high school building website so the community has access to events at the High School. SUCCESS CRITERIA: Will be evidenced by continual website updates throughout the year.</p>	

9/4/2019	11/15/2019	Informational nights will be scheduled for parents/guardians to explain the various methods of communication available to families including parent portal, and understanding student performance and test scores, etc. SUCCESS CRITERIA: Calendar dates indicating informational night will demonstrate success.
9/4/2019	11/15/2019	Establish a consistent method of transmitting messages to parents/guardians. SUCCESS CRITERIA: A particular method of transmitting messages has been communicated to staff will demonstrate success.



### Graduation Rate

A1. 4-Year Graduation Rate Baseline Data:	The school's 2017-18 4-year graduation rate was 76.0%
A2. 5-Year Graduation Rate Baseline Data:	The school's 2017-18 5-year graduation rate was 83.3%
A3. 6-Year Graduation Rate Baseline Data:	The school's 2017-18 6-year graduation rate was 80.1%
<b>TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup</b>	
B1. 4-Year Graduation Rate SCEP Goal	In 2019-20, the school will achieve a 4-year graduation rate of 85%
B2. 5-Year Graduation Rate SCEP Goal	In 2019-20, the school will achieve a 5-year graduation rate of 86%
B3. 6-Year Graduation Rate SCEP Goal	In 2019-20, the school will achieve a 6-year graduation rate of 87%
<b>per the 2017-18 NYS Report Card long term goal indicated on the website - <a href="http://data.nysed.gov">data.nysed.gov</a>.</b>	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Review of data: The school's overall graduation rate has decreased every year for the past 4 years. DTSDE Feedback: The school needs to develop a system to monitor student credit accumulation to identify students at risk of not graduating and plan interventions accordingly.
<b>D1. Action Plan - August 2019 through January 2020</b>	
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>
8/26/2019	11/30/2019
9/5/2019	12/20/2019
9/5/2019	12/20/2019
9/5/2019	12/20/2019
1/1/2020	6/26/2020
12/20/2019	1/31/2020
<b>D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>	
School leaders will communicate, to families, at the beginning of the school year, which will include information on graduation requirements and attendance policies. THE DISTRICT DATA SPECIALIST WILL CREATE A REPORT COMPARING STUDENTS IN SPECIFIC COURSES WHO ARE FAILING ONE OR MORE CLASSES AT THE 15 WEEK PERIOD. THIS REPORT WILL BE SHARED WITH SCHOOL LEADERS AND GUIDANCE COUNSELORS.	
Guidance counselors will meet with students during 21-minute instructional lab/study hall to discuss graduation requirements, absenteeism, study skills, success skills, etc.	
School leaders will generate a letter indicating the attendance, credits and lack of progress towards graduation, which will be sent to families of students labeled at risk to include them in the development/revision of a plan.	
School leaders and guidance counselors will review report created by the District Data Specialist to identify at risk students. At risk students will be further monitored as to their attendance, credits, and an individualized plan will be created to help ensure that students stay on track for graduation.	


