

LEA Name:	Dunkirk City School District
LEA BEDS Code:	060800010000
School Name:	Dunkirk Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Rebecca Farwell	Title	Principal
Phone	716 - 366 - 9300	Email	farwell@dunkirkcsd.org
Website for Published Plan	www.dunkirkcsd.org		

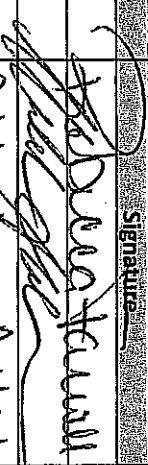
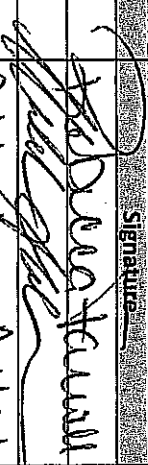
APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.
Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Rebecca Farwell	Principal		8-8-19
Mike Sullivan	CTO		8/16/19
Star Waller	Parent	Addendum Attached	
Jennifer Diaz	Parent	Addendum Attached	
Stephanie Berghold	English Teacher	Addendum Attached	
Scott Kurzenski	Math Teacher	Addendum Attached	
Kelly Mahaney-Lutz	Social Studies Teacher	Addendum Attached	
Kisun Peters	Assistant Principal	Addendum Attached	
Tamia Johnson	Student	Addendum Attached	
Lisbell Adino	Student	Addendum Attached	
Lisa Czarniecki	French Teacher	Addendum Attached	

The signatures of parents were not able to be obtained by the due date of the SCEP as the parents did not come to the final meetings in creation of the plan.

One parent did attend the June 28th meeting for an hour. On July 22, 2019 a phone call was made to each parent in regards to the August 8, 2019 12:00 - 3:00 parent meeting. Another parent indicated that she would be attending during her lunch hour and the other parent was unsure if she could come, neither parent attended the meeting. On August 12, 2019 each parent was called and left a message to attend a meeting with students on August 16, 2019, neither parent attended the meeting.

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If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Rebecca Farwell	Principal		
Michael Sullivan	CIO		
Star Waller	Parent		
Jennifer Diaz	Parent		
Stephanie Berghold	English Teacher		
Scott Kuczynski	Math Teacher		
Kelly Mahaney - Lutz	Social Studies Teacher		
Kisun Peters	Assistant Principal		
Tarnia Johnson	Student		

Lisbell Adlino	Student		
Lisa Carnecki	French Teacher		

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 plan before it is approved.

2. The 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

3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

4. The SCEP contains at least one evidence-based intervention.

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

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:

Clearinghouse-Identified	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.						
	Strategy the school will implement:						
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Clearinghouse</td> <td style="width: 33%; text-align: center;">What Works Clearinghouse</td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">Rating from Clearinghouse</td> <td style="text-align: center;">Potentially Positive (Staying in School) Strong Positive (Progressing in School) No Evidence (Completing School)</td> <td></td> </tr> </table>	Clearinghouse	What Works Clearinghouse		Rating from Clearinghouse	Potentially Positive (Staying in School) Strong Positive (Progressing in School) No Evidence (Completing School)	
Clearinghouse	What Works Clearinghouse						
Rating from Clearinghouse	Potentially Positive (Staying in School) Strong Positive (Progressing in School) No Evidence (Completing School)						

School-Identified	If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study is located behind a paywall, then the school must submit the supporting research when submitting the SCEP.
	Strategy the school will implement:
	ESSA Evidence-Based Tier (1, 2, 3)
	Link to research or citation (if citation is used then research must

Additional Evidence-Based Interventions (Optional)

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document entitled, "Requirements for Meaningful Stakeholder Participation."

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the page marked "Signatures."

Name	Title
Rebecca Farwell	Principal
Michael Sullivan	CO
Star Waller	Parent
Jennifer Diaz	Parent
Stephanie Berghold	English Teacher
Scott Kurzenski	Math Teacher
Kelly Mahaney - Lutz	Social Studies Teacher
Kisun Peters	Assistant Principal
Tamia Johnson	Student
Lisbell Adino	Student
Lisa Carnacki	French Teacher

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	6/28/2019	RF, SB, SK, KL, JD, BS, and MS	Consistency of Student Expectations and Discipline were discussed but tabled as they are really part of the priorities that were agreed upon.
Determining priorities and goals based on the needs identified	6/28/2019	RF, SB, SK, KL, JD, BS, and MS	
Identifying an evidence-based intervention	8/6/2019	RF, LC, SK, KL, SB, MS, and KP	SuccessMaker and Star
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	8/8/2019	RF, LC, SB, SK, KL, and MS	
Identifying a plan to communicate the priorities to different stakeholders	8/8/2019 and 8/16/2019	RF, LC, SB, SK, KL, and MS (8/8/2019) LA and TJ (8/16/2019)	

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Attendance data, discipline data, 3 - 8 math/ela data (5 year trend), Panorama data, and triangle survey were analyzed by the teachers in this group. The data was used to determine areas that we want to focus upon for our black and Hispanic students. Stakeholders also helped discuss and plan the activities and ways to progress monitor the goals that were established.
Parents with children from each identified subgroup.	Two parents from each subgroup were invited to attend two meetings to give their input into the plan as a whole. Teachers shared how the SCEP plan was developed for Tones 2, 4, and 5. In addition, it was explained why Check and Connect was selected. Parents had the opportunity to ask questions and make suggestions for improvement. Parents participated in analyzing the triangle surveys to write a family engagement goal.
Secondary Schools: Students from each identified subgroup	Students were invited to be a part of the stakeholder team to give input on the final product. The Principal and Assistant Principal went over the plan and had students provide suggestions from a student perspective. Students were also asked why do they believe students are struggling in the areas of ELA and Math at DMS and to also speak about why some children may not attend or feel like they belong.

Tenet 1 or Tenet 2

A1. DTSDE Pillar			
		2d Provides High-Quality Instructional Leadership	
A2. DTSDE Sub-Pillar (if applicable)			
		Monitoring and Analysis	
B1. Baseline Data: Provide the most recently available information.			
		NYS 3 - 8 Math/ELA Cohort Data (5 Years) - Focus on Hispanic and Black Subgroups - Specifically their trend data from grades 3 - 7 in ELA/Math. In addition each student in these subgroups had their trend data linked to their 18 - 19 attendance and ISS/OSS data. 2018 - 2019 SCEP Reflection Documents/Data Dashboard - Specifically Tenet 2 results from the 2018 - 2019 school year that focused on the amount of students who failed 3 or more classes and went to summer school.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2			
		By May of 2020, the school leaders will use a approach that looks at the whole child, to gather, analyze and share building wide data in order to increase the level of performance of students(with a particular focus on Black/Hispanic Subgroups) by decreasing the numbers of students who failed 3 or more classes by 30%.	
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.			
		During the analysis of the end of year SCEP data, it was noted by the SCEP team that DIMS did not meet the goal of reducing the amount of students failing 3 or more classes by 50%, as the amount of students failing the 3 or more classes stayed the same. However the team did note that using student profile sheets to gather data and talk about students was beneficial for faculty and students as it was the first time that data (attendance, behavior, and grades) were shared and discussed among all teachers in the building. The team then reviewed NYS 3 - 8 Math/ELA cohort data on our identified subgroups, where attendance and behavior were tied into the cohort data. Teachers noted the following trends in both ELA and Math data: Students with the most absences/hardies were students achieving level 1 proficiency; there are a low amount of level 3 and level 4 students; a majority of the students earned a level 1; and after refusing (more refusals in math) student proficiency dropped. In math a greater need was noted as students scores drop consistently from the time students leave the elementary school in 5th grade through 8th grade. Therefore the team felt that the continued use of looking at the whole child was important(particularly in our subgroups) and that diagnostic and benchmark data in math needed to be added to the discussion as this is an area of great struggle for our two subgroups.	
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.		
August 2019	August 2019	School leaders will identify the number of students who failed 3 or more classes during the 2018 - 2019 school year with identified subgroups being highlighted. Responsible: School Leaders Participants: School Leaders Frequency: 1 Time Success Criteria: The number of students who failed 3 or more classes in 2018 - 2019 school year will be used in comparison data for the 2019 - 2020 school year.	
August 2019	August 2019	Meet with the SCEP Team to determine what types of data should be collected building wide and added to current student profile sheets in regards to looking at each student individually. Responsible: School Leaders and SCEP Team Frequency: 1 Time Participants: School Leaders and SCEP Team Success Criteria: The SCEP Team will select data points to create individual student profile sheets that can be used to monitor student success in areas identified in the needs statement.	

August 2019	August 2019	Administration with the help of support staff will update current profile sheets that will be shared with teams. Responsible: School Leaders and Support Staff Participants: School Leader and Support Staff Frequency: Once Success Criteria: Student profiles sheets will be updated so that teams/administration/support staff have a common place to input data for the progress monitoring of student success and achievement in areas identified.
August 2019	August 2019	Administration will meet with Student Support Staff to set expectations for the use of the updated student profile sheets. Responsible: School Leader Participants: School Leaders and Student Support Staff Frequency: 1 Time Success Criteria: A common set of expectations will be created so each team will use the student profile sheet accurately during the 2019 - 2020 school year.
August 2019	August 2019	Create a calendar of meetings to complete and discuss student profile sheets. Responsible: School Leaders Participants: School Leaders and School Support Staff Frequency: 1 Success Criteria: Teams will be provided with a calendar so they know due dates/responsibilities that are involved in completing student profile sheets so that data is compiled for meetings every five weeks.
September 2019	September 2019	Share updated student profile sheets with faculty at opening meeting. Responsible: School Leader and Student Support Staff Participants: All Faculty Frequency: 1 Time Success Criteria: Teachers will preview the updated profile sheets so they can see what has been added for progress monitoring.
September 2019	September 2019	School Leaders and Student Support Staff will meet with individual teams to discuss their responsibilities and the purpose behind the updated student profile sheets. Responsible: School Leaders and Student Support Staff Participants: All Faculty Frequency: 1 Time Success Criteria: Teachers will understand their responsibilities of implementation and the purpose behind student sheets, so that data collected can be analyzed to guide next steps in student success.
October 2019	January 2020	Teams will meet every 5 weeks to analyze, discuss, and monitor student progress. Teams will keep track of students who are failing 5 classes. Responsible: Teams and Building Leadership Participants: Teams and Building Leadership Frequency: Every 5 Weeks Success Criteria: Teams will meet to analyze data in order to monitor student progress and make recommendations to support student growth.
October 2019	January 2020	Teams will create action plans around students who are failing 3 or more classes and for subgroup students who are not making progress in mathematics. Responsible: Teams Participants: Building Leadership and Teams Frequency: Every 5 Weeks Success Criteria: Teams will create action plans based on discussions and data that will support student growth.
October 2019	January 2020	Teams will meet weekly to discuss students who have action plans and to progress monitor how students are meeting their goals. Responsible: Teachers Participants: Teachers Frequency: Weekly Success Criteria: Teams will be reporting and discussing the progress of their students so that modifications can be made to action plans.
Nov-20	Nov-20	School Leader will meet with teams at the end of first quarter to monitor progress towards decreasing the number of students who are failing 3 or more classes. Responsible: School Leader Participants: All Teachers Frequency: Once Success Criteria: Identify students are that are failing three or more classes so that action can be taken to support students.
November 2019	November 2019	Teams Leaders will make sure that all students who are failing three or more classes at the end of first quarter are referred to the SST team. Responsible: Team Leaders Participants: All teachers Frequency: Once Success Criteria: Students will be referred to SST so more intensive services can be offered to the student.
<p>FT. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</p>		<p>Half way through the year, teams should identify the number of students who are failing 3 or more classes for the year. That data should be compared to the number of students who failed 3 or more classes during the 2018 - 2019 school year. The goal would be that there would be at least 30% of the students as compared to the year before. In addition the team should note the number of identified subgroup students that are struggling in math.</p>

G2. Start Date:	G3. End Date:	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the
February 2020	June 2020	Teams will meet every 5 weeks to analyze, discuss, and monitor student progress. Teams will keep track of students who are failing 5 classes. Responsible: Teams and Building Leadership Participants: Teams and Building Leadership Frequency: Every 5 Weeks Success Criteria: Teams will meet to analyze data in order to monitor student progress and make recommendations to support student growth.
February 2020	June 2020	Teams will create action plans around students who are failing 3 or more classes and for subgroup students who are not making progress in mathematics. Responsible: Teams Participants: Building Leadership and Teams Frequency: Every 5 Weeks Success Criteria: Teams will create action plans based on discussions and data that will support student growth.
February 2020	June 2020	Teams will meet weekly to discuss students who have action plans and to progress monitor how students are meeting their goals. Responsible: Teachers Participants: Teachers Frequency: Weekly Success Criteria: Teams will be reporting and discussing the progress of their students so that modifications can be made to action plans.
Mar-20	Mar-20	School Leader will meet with teams at the end of third quarter to monitor progress towards decreasing the number of students who are failing 3 or more classes. Responsible: School Leader Participants: All Teachers Frequency: Once Success Criteria: Identify students are that are failing three or more classes so that action can be taken to support students.
March 2020	March 2020	Teams Leaders will make sure that all students who are failing three or more classes at the end of third quarter are referred to the SST team for a discussion of summer programming. Responsible: Team Leaders Participants: All teachers Frequency: Once Success Criteria: Students will be referred to SST to discuss summer support services to help students progress to the next grade.
May 2020	June 2020	Teams will meet with school leaders for a final review of student profile sheets so that summer academic support/next academic year support can be identified for students. Responsible: All Faculty Participants: All Faculty and School Leaders Frequency: 1 time Success Criteria: Students will receive the appropriate supports for the summer and the upcoming year.
June 2020	June 2020	Schools leaders will compare the number of students who failed 3 or more classes during the 2019 - 2020 school year to the number of students in the previous year. Responsible: Team Leaders Participants: Team Leaders Frequency: 1 Time Success Criteria: The data will be analyzed to determine the number of students who failed 3 or more classes to see if it decreased by 30%.

Tenet 3 or Tenet 4

A1. DTSDE Pillar	4c Extensive Knowledge of Content and Pedagogy
A2. DTSDE Sub-Pillar (if applicable)	
B1. Baseline Data: Provide the most recently available information.	PLC Foundational Five Reflection Too Composite Report. The report focuses on Student Ownership/Learning Targets, Student Engagement, Higher Order Complex Questioning, Check for Understanding/Student Feedback and Differentiated Instruction/Practices.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4	By May of 2020, at least 80% of teachers will consistently utilize practices around Student Ownership/Learning Targets and Check for Understanding/Student Feedback as learned/discussed at grade level team PLC meetings, as evidenced by classroom walkthrough tool.
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.	The Instructional Leadership Team met before the end of the 2018 - 2019 school year to analyze building walkthrough data and to analyze the PLC Foundational Five Reflection Tool. The purpose of this meeting was to establish what topics instructional PLCs would be working on during the 2019 - 2020 school year. The SCEP team also reviewed the same data to determine our needs around instruction. It was noted that out of the 33 faculty members that took the survey that there were 0 assets, 37 emerging strengths and 12 areas of possible risks. This led to the team discussing that there are many areas that we are close to being proficient in and that through sharing and discussing in a PLC format that instructional strategies can flourish. Members of the Instructional Leadership Team shared that questions: SO1, SO2, SO3, SO5, CFU 4, CFU 5, and CFU9 were areas that were selected. Reflection has indicated DMS continues to work on consistently using walkthrough data at during PLC meetings; however, there is a need for DMS to continue to work on instruction and to create consistency in how the data is shared and utilized. There is a need to share data so that teachers can work together to improve instructional strategies as evidenced by the mid and end of year survey around the aforementioned questions (SO1, SO2, SO3, SO5, CFU 4, CFU 5, and CFU 9).
E1. Action Plan - August 2019 through January 2020	
E2. Start 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
September 2019	E3. End Date: Identify September 2019 Introduce the revised walk-through tool with teachers at the opening faculty meeting to inform teachers of the expectation of instruction. Responsible: Building Leader Participants: All faculty and staff Frequency: One Time Success Criteria: Teachers will review the walk-through tool to understand the expectations for instruction.
September 2019	September 2019 During team/grade level meetings define PLCs (roles, responsibilities, and norms) and make a connection to the walkthrough tool. Responsible: Instructional Leadership Team and Building Leaders Participants: All Faculty Success Criteria: Faculty will understand their roles, responsibilities, and how PLCs support the walkthrough tool.
September 2019	September 2019 Conduct a baseline walk-through using data collection walk-through tool, and give written or verbal feedback within 1-2 days. Responsible: Building Leader. Frequency: Once Participants: All faculty and staff Success Criteria: Gather a baseline for the presence of the "look fors" in the classrooms as evidenced by the walk-through tool, to guide building PLCs for the year.
October 2019	October 2019 Share whole school walkthrough tool baseline data with staff at faculty meeting. Responsible: Building Leader and Instructional Leadership Team Participants: All Faculty Success Criteria: To provide whole school feedback on effectiveness of instruction in the identified areas on the walkthrough tool.
October 2019	January 2020 Provide staff with additional professional development and coaching on all areas identified as partially evident (below 80%) or not evident during walk-through observations. Professional development will take place during PLC meetings. Responsible: Building Leader and Instructional Leadership Team Participants: All Faculty Frequency: Biweekly at PLC meetings Success Criteria: Feedback given from the Walk Through tool so that staff are aware of the progress being made in the building.
October 2019	January 2020 Monitor "look fors" through walk-throughs and provide immediate feedback to teachers. Responsible: Building leader Participants: Administrators and Teachers Frequency: Every teacher will have feedback at least once every four weeks. Success Criteria: Increased teacher practices around differentiation as evidenced by the walk-through tool.

June 2020	June 2020	Share the results of the Foundational Five Reflection Tool survey data at a Faculty meetings to identify goals for the end of the year in PLC meetings. Responsible: Building Leader and Instructional Leadership Team Participants: All Faculty Frequency: Once Success Criteria: Staff will weigh in with the instructional leadership team on goals for the upcoming school year.
June 2020	June 2020	The Instructional Leadership Team will analyze building walkthrough data to determine if 80% was met. Responsible: Instructional Leadership Team Participants: Instructional Leadership Team Frequency: Once Success Criteria: The team will know if they met the goal of 80%
June 2020	June 2020	The Instructional Leadership Team will meet to share if the goal of 80% was met. Responsible: Instructional Leadership Team Participants: All faculty Frequency: Once Success Criteria: To determine changes for 20-21 year.

School-Selected DTSDE Tenet

A1. DTSDE Pillar	5b Ensuring a Supportive Environment
A2. DTSDE Sub-pillar (if applicable)	Belonging
B1. Baseline Data: Provide the most recently available information.	Attendance Data (2018 - 2019 School Year) - Students with over 18 or more absences identified. Panorama Data - Student Social Emotional Data 3-8 Math/ELA 5 Year SWIS Data (Attendance Data/ISS Data/OSS Data)
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By June of 2020, students enrolled in Check and Connect will reduce their amount of yearly absences by 20% by promoting students to be valued members of the school through their mentor support as evidenced by their yearly attendance report.
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:	During the SCEP Team's review of 2018 - 2019 SCEP goals, it was established that there is a need for student accountability and buy-in to all aspects of school life. Attendance data from the 2018 - 2019 School Year was reviewed by the DMS School Success Team; 18 students were identified that exhibited chronic absenteeism. The SCEP Team felt that students who demonstrate extreme absenteeism are not buying into school and need supports to attend so that they are academically and socially successful. The SCEP Team reviewed Panorama Data that showed 47% of students that responded to the survey were in the 0th - 19th percentile for Grit and the 20th - 39th percentile nationally for Growth Mindset. Specifically students need support in believing in themselves, setting goals, exhibiting perseverance, and feeling like school has value. The team specifically noted that 53% of students felt that it was hard to put forth effort in school and 59% of students felt that it was hard to change their dislike of a subject. 36% of students felt that there was little to no possible way for them to change their feeling of giving up on school. The team agreed that students need to have a sense of belonging in order for them to have buy-in to attend school and feel like they can succeed even when they feel like giving up. Five year ELA and Math data was also evaluated for our identified subgroups (Black and Hispanic) it was noticed that the students in these groups with the lowest growth also had the highest incidences of missed classes and days. Students enrolled in the Check and Connect program will have 1 - 1 support in goal setting and social emotional supports that will help them with attendance and feeling valued as a member of the school community; therefore, these students will attend school more as compared to the previous year.
E1. Action Plan - August 2019 through January 2020	
E2. Start Date:	E3. End Date: Identify
August 2019	August 2019
August 2019	August 2019
August 2019	August 2019
August 2019	August 2019
August 2019	August 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019

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 School Success Team will identify students with chronic absenteeism. Responsible: SST Participants: SST and Administration Frequency: 1 Time Success Criteria: Students selected will meet the criteria of 18 or more absences in 2018 - 2019.

Administration will identify students who are hispanic and black to progress monitor as identified sub groups. Responsible: Administration; Participants; Administration Frequency: 1 Time Success Criteria: Students from subgroups will be clearly identified to progress monitor their attendance.

Administration will identify all available mentors to work with the identified students. Responsible: Administration Participants: Frequency: 1 Time Administration Success Criteria: Students will be assigned a mentor for the 2019 - 2020 School Year

A meeting will be held with all mentors the first full week of school to go over expectations for Check and Connect. Responsible: Administration Participants: Mentors Frequency: 1 Time Success Criteria: Mentors will know the expectations for the program and expectations for students.

A parent meeting will be scheduled during the second full week of school for all mentors, mentees, and parents. Responsible: Administration and Mentors Participants: Parents, Mentor, Mentees, and Administration Frequency: 1 Time Success Criteria: All stakeholders will have the opportunity to learn about the program and ask questions so that all parties have a common understanding.

Administration will create a coverage schedule so mentors will have the opportunity to connect with their mentees and check their progress. Responsible: Administration Participants: Administration and Secretary Frequency: 1 Time Success Criteria: There will be clear meeting times with coverage so that mentors can implement the expectations of the program.

September 2019	September 2019	During the third full week of school mentors will connect with their students for the first time to go over the program and set goals. Responsible: Mentor Participants: Mentor and Mentee Frequency: 1 Time Success Criteria: Mentees will set goals around attendance, behavior, and/or academics for first semester with the support of their mentor.
October 2019	January 2020	Mentors will begin their weekly connect time with their mentees and check their progress towards attendance and meeting goals. Responsible: Mentors Participants: Mentors and Mentees Frequency: Weekly Success Criteria: Students will be supported in creating goals and monitoring their attendance.
November 2019	December 2019	Mentors will meet as a group with administration to discuss the positive and deltas of the Check and Connect program. Responsible: Administration Participants: Administration and Mentors Frequency: 1 Time Success Criteria: A check in with mentors will give feedback to all involved on how to improve the program moving forward. In addition, it will be a time to adjust the aspects of the program for the rest of the year.
January 2020	January 2020	Mentors will meet with their mentee to discuss their progress for the first half of the year and adjust goals for the second half of the year. Responsible: Mentor Participants: Mentor and Mentee Frequency: 1 Time Success Criteria: Students will reflect on their progress and set goals for the rest of the year.
January 2020	January 2020	A parent meeting with mentors and mentees to discuss first semester goals and progress; in addition, second semester goals will be set. Responsible: Mentor Participants: Mentor and Mentee Frequency: 1 Time Success Criteria: Parents will know the progress of their students and students will share their goals with their parents for the second half of the year.
January 2020	January 2020	SST will meet to review the attendance data for all students in Check and Connect with a particular focus on our black and hispanic students. Responsible: SST Participants: SST Frequency: 1 Time Success Criteria: SST will have a sense of how the program is working for students who struggle attending school.
<p>F1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</p>		
		In January, mentors and the SST expect to see a reduction in the amount of days missed by students. Using the number days that students missed at the half year mark in 2019 as compared to January 2020, it would be the hope that students are at least 20% less than they were at this time the previous year. Students will be also setting their own personal goals around attendance, academics or behavior. The SST team will monitor how students are achieving their own personal goals around attendance, academic, or behavior.
<p>G1. Action Plan - January 2020 through June 2020</p>		
G2. Start Date:	G3. End Date: Identify	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January 2020	January 2020	During the third full week of school mentors will connect with their students to review the program and set goals for second semester. Responsible: Mentor Participants: Mentor and Mentee Frequency: 1 Time Success Criteria: Mentees will set goals around attendance, behavior, and/or academics for second semester with the support of their mentor.
January 2020	June 2020	Mentors will begin their weekly connect time with their mentees and check their progress towards attendance and meeting goals. Responsible: Mentors Participants: Mentors and Mentees Frequency: Weekly Success Criteria: Students will be supported in creating goals and monitoring their attendance.
March 2020	April 2020	Mentors will meet as a group with administration to discuss the positive and deltas of the Check and Connect program. Responsible: Administration Participants: Administration and Mentors Success Criteria: A check in with mentors will give feedback to all involved on how to improve the program moving forward. In addition, it will be a time to adjust any aspects of the program for the rest of the year.
May 2020	June 2020	Mentors will meet with their mentee to discuss their progress for the second half of the year and adjust goals for the upcoming year. Responsible: Mentor Participants: Mentor and Mentee Frequency: 1 Time Success Criteria: Students will reflect on their progress and set goals for the upcoming year; including, the continuation of the program.

May 2020	June 2020		
June 2020	June 2020		A parent meeting with mentors and mentees to discuss second semester goals and progress; in addition, a discussion will be held around the upcoming school year. Responsible: Mentor Participants: Mentor and Mentee Frequency: 1 Time Success Criteria: Parents will know the progress of their students and students will share their goals with their parents for the upcoming school year.
June 2020	June 2020		Administration, with the collaboration of mentors, will create a post survey to assess students' perception about Check and Connect. Responsible: Administration Participants: Administration and Mentors Frequency: 1 Time Success Criteria: A survey will be created to get feedback from students to improve the Check and Connect program.
June 2020	June 2020		Mentees will take a post survey during their last month in Check and Connect to determine their perceptions about the program. Responsible: Mentors Participants: Mentees Frequency: 1 Time Success Criteria: Students will have their own opportunity to express their feelings about Check and Connect in order to evaluate their feelings of success.
June 2020	June 2020		SST will meet to review the attendance data and perception data for all students in Check and Connect with a particular focus on our black and hispanic students. Responsible: SST Participants: SST Frequency: 1 Time Success Criteria: SST will have a sense of how the program is working for students who struggle attending school with a focus on our target groups.

School-Selected DTSDE Tenet

A1. DTSDE Pillar	6a Systems for Communication
A2. DTSDE Sub-Pillar (if applicable)	
B1. Baseline Data: Provide the most recently available information.	Family Engagement Survey Student Voice Survey School Performance Scan - SPS F87 (Faculty contact families on a regular basis) SV F49 (Families Involved in student education) and FES C18 (Families feel that they get specific feedback about assignments from teachers).
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By May 2020, Dunkirk Middle School will have at least a 69% (a change from 71 accounts to 120 accounts) increase in active parent portal accounts as compared to the 2018 - 2019 school year.
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.	During the 2018 - 2019 building review the review team noted that parents discussed that they didn't feel they knew the progress their students were making academically. Parents felt that they knew at the five week marks and report time card time how their child was progressing but really didn't have updates in between those times. The SCEP Team analyzed the Family Engagement Survey (FES), Student Voice Survey (SV) and School Performance Scan (SPS) for areas where there the data supported a need. The SPS showed that 63.9% of faculty contact families on a regular basis (F87); the SV showed that only 71% of students felt their family was involved in their education (F49); and the FES showed that 56.3% of families feel that they received specific feedback about tests/assignments from their child's teacher (C18). Therefore this data shows a need to find a platform for which families can receive timely information about the progress their child is making in his/her classes. If the amount of parent portal accounts increase then there will be more parents who have the ability to have timely information about their child's progress.
E1. Action Plan - August 2019 through January 2020	
E2. Start Date:	E3. End Date: Identify
August 2019	August 2019
August 2019	August 2019
August 2019	September 2019
August 2019	September 2019
August 2019	September 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019
September 2019	September 2019

January 2020	June 2020	Teachers will be updating grades every three weeks in eSchool. Responsible: Teachers. Participants: Teachers. Frequency: Every 3 Weeks. Success Criteria: Teachers will update grades every three weeks so that parents have the opportunity for timely updated information about student progress.
February 2020	June 2020	Building Leader will print out eSchool report to determine if teachers have been updating their grades in the portal every 3 weeks to help teachers who are struggling to meet deadlines. Building Leader will meet with teachers to see what support they need to meet the requirement of posting grades. Responsible: Building Leader. Participant: Building Leaders/Teachers. Frequency: Every 3 weeks. Success Criteria: Building leader will support teachers who are struggling to make the 3 week requirement for updating grades.
February 2020	February 2020	Set up a parent portal table for parents to sign up for accounts while they are at parent conferences. Responsible: Building Leaders. Participants: Parents. Frequency: Once. Success Criteria: More parents will have the opportunity to learn how to create accounts, access accounts, and use accounts.
April 2020	April 2020	Create a satisfaction survey to be administered to parents and students to determine their perceptions around parent/student portal. Responsible: SCEP Team. Participants: Parents and Students. Frequency: Once. Success Criteria: The survey will be a tool to determine the ease parents had in creating and learning to use their account; in addition, it will allow parents/students to give feedback on how the school is doing in keeping grades updated.
May 2020	May 2020	Administer satisfaction survey to parents and students to determine their perceptions around parent/student portal. Responsible: SCEP Team. Participants: Parents and Students. Frequency: Once. Success Criteria: The survey will give the team feedback to determine ways to support parents and students in the use of parent/student portal.
June 2020	June 2020	Analyze the satisfaction survey to determine if there are any needs that should be addressed for implementation before the upcoming school year. Responsible: SCEP Team. Participants: SCEP Team. Frequency: Once. Success Criteria: The SCEP Team will evaluate the success of the parent portal and determine if there are any tweaks that need to be changed for supporting families in the upcoming school year.
June 2020	June 2020	Check eSchool for the number of active enrollments for parent portal. Responsible: SCEP Team. Participants: SCEP Team. Frequency: Once. Success Criteria: The Team will be able to see the number of active accounts and compare it to the number from the previous year to gauge progress towards the goal.
June 2020	June 2020	The SCEP Team will share results on how many parents had active accounts for the 2019 - 2020 school year. Responsible: Building Leaders. Participants: All Stakeholders. Frequency: Once. Success Criteria: All stakeholders will know if we achieved the goal around this tenant.

Survey Results

				<p>The SCEP Team evaluated the School Performance Scan, Family Engagement Survey, and Student Voice Survey to triangulate the data to determine common areas of concern among all three stakeholders. The team noted that there was common data from each scan around the following question: "Student behavior does not interfere with instruction." Q 569 from the SPS says that 19.4%, Q 539 from FES says that 40.0% and Q 543 from SV says that 39.8% of people believe that student behavior does not interfere with instruction. The Team also analyzed discipline data from the 2018 - 2019 school year and the two previous years.</p>
				<p>A1. Survey Baseline Data: Provide the most recently available information.</p>
				<p>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results</p>
				<p>By June 2020, Dunkirk Middle School students will have an awareness of common expectations for social interactions in a variety of school settings, as evidenced by a increase of 20 percentage points on the current SA/A average on SV Questions S43 - Student behavior does not interfere with instruction during class time.</p>
				<p>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.</p>
				<p>During the review of 2018 and 2019 SCEP data it was discussed and noted that student accountability and common expectations for students were a priority. The SCEP team evaluated Student Voice Survey and noticed that the following question was an area of concern on each survey: "Student behavior does not interfere with instruction." One the Student Voice survey only 39.8% of students believe that behavior does not interfere with instruction. The team discussed that behavior is a common area of concern but also discussed that there might not be a common expectation for behavior in all settings, which could cause children and teachers to have mixed messages about what is acceptable behavior. The team looked at discipline data from the following school years: 2018 - 2019, 2017 - 2018, and 2016 - 2017; it was observed that the top three categories for discipline were cutting teacher detention, disruptions, insubordination, and late to school. During the 2018 - 2019 school year there were the following incidences in each category: 107 incidents of cutting teacher detention; 250 incidents of disruptive behavior; 105 incidents of insubordination; and 406 incidents of late to school. Therefore, the team agreed that students need to be aware of common expectations for social interactions in different settings so that the amount of disruptions will decrease during instruction and at other times during the school day.</p>
<p>D1. Action Plan - August 2019 through January 2020</p>				
				<p>D2. Start Date: August 2019</p>
				<p>D3. End Date: Identify August 2019</p>
				<p>DMS' Safe and Civil School Team - Team SCOPE will solidify the school's common expectations that will be sent to all faculty, staff, and family members. Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: All community members will receive DMS Common Expectations for the 2019 - 2020 school year so that they can preview them for the beginning of the school year.</p>
				<p>August 2019</p>
				<p>August 2019</p>
				<p>Team SCOPE will establish how staff will respond to students who do follow common expectations and how staff will respond to students who do not follow common expectations. Responsible: Team Scope Participants: Team Scope Frequency: 1 Time Success Criteria: There will be a consistent way that students are supported when they do not follow and do follow the common expectations.</p>
				<p>August 2019</p>
				<p>Team SCOPE will create lessons for staff to use with students to teach how to meet the common expectations for the school year. Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: The team will create lessons that will help teachers support students towards an understanding of common expectations.</p>
				<p>August 2019</p>
				<p>Team SCOPE will present the expectations for staff in how they will respond to students who follow common expectations and for how staff will respond when students do not follow common expectations. Responsible: Team SCOPE Participants: Team SCOPE and Faculty Frequency: 1 Time Success Criteria: Staff will have the opportunity to review, give feedback, and vote on these expectations so that there is consistency in how students are supported in learning expectations.</p>
				<p>September 2019</p>
				<p>September 2019</p>

September 2019	September 2019	Building Leaders will meet with all members of the student body to teach the first lesson on common expectations. Responsibility: Building Leaders Participants: Team SCOPE, Faculty, and Students Frequency: 1 Time Success Criteria: Students will have a whole school introduction to the expectations so that they can start the process of learning and understanding the expectations for them and the whole school community.
September 2019	September 2019	Team SCOPE will share with teachers the lessons that were created to help teach students to meet the common expectations. Responsibility: Team SCOPE Participants: All Faculty Frequency: 1 Time Success Criteria: Teachers will be provided with premade materials that will support them in teaching students the expectations.
October 2019	June 2020	Teachers will teach students using the premade lessons on how to meet the common expectations. Responsible: 9th Period Teachers Participants: 9th Period Teachers and Students Frequency: Every 5 Weeks Success Criteria: In order for students to learn common expectations they will need constant reinforcement to be successful.
November 2019	June 2020	Building Leaders will hold family meetings with grade levels to discuss and share data around student success. Responsible: Building Leaders Participants: 9th Period Teachers and Students Frequency: Once a Quarter Success Criteria: Students will be involved in hearing about their progress as a whole grade.
December 2020	December 2020	A survey will be created to evaluate how students perceive the success of common expectations. Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: The survey will give Team SCOPE a sense of how their work is progressing; in addition, it will be a checkpoint to see if the perception of a high level of disruptions still exist.
January 2020	January 2020	Team SCOPE will administer the mid year survey to students to assesses their feelings about "Student disruptions do not interfere with instruction." Responsible: Team SCOPE Participants: Students Success Criteria: The survey will help the team determine the effectiveness of the common expectations for the 2019 - 2020 school year at the mid year mark.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		
		In January 2020 Team SCOPE will analyze the mid - year survey to see if students view the amount of disruptions that take away from instruction is on the decrease.

F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date:	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
February 2020	February 2020	Team SCOPE will meet to analyze the mid - year survey and the 4 key areas of discipline to determine if their goal of lower discipline in the 4 key areas and if more people believe disruptions are not a problem. Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: The team will determine if their goal is on target of being met.
February 2020	February 2020	Team SCOPE will meet with building teams to share the data from the survey and to seek faculty input in how common expectations can be improved. Responsible: Team SCOPE Participants: All Faculty Frequency: 1 Time Success Criteria: Teams will have the opportunity to provide feedback to improve the experience, understanding, and implementation of common expectations.
February 2020	February 2020	Building Leaders will meet with the student body and parents (PTO) to share data from the survey to see student input in how common expectations can be improved. Responsible: Building Leaders Participants: All Students and parents who attend PTO. Frequency: 1 Time Success Criteria: Students and parents will have the opportunity to provide feedback to improve the experience, understanding, and implementation of common expectations.
March 2020	March 2020	TEAM SCOPE will meet to share the feedback that they got from all stakeholders around suggestions for common expectations. Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: Team SCOPE can make adaptations to how common expectations are happening in the building and make changes in the program to suggest to all stakeholders.

April 2020	April 2020	Team SCOPE will present any changes to the common expectations based upon the feedback to faculty for approval. Responsible: Team SCOPE Participants: Team SCOPE and Faculty Frequency: Once Success Criteria: Teachers will have input into any changes that were made to the common expectations in order to ensure consistency in their understanding and awareness.
April 2020	April 2020	Based on the changes in common expectations, Team SCOPE will update lessons for teachers to use around common expectations. Responsible: Team SCOPE Participants: Team SCOPE Frequency: Once Success Criteria: Teachers will be provided updated lessons to reflect the changes in common expectations so that students can learn the expectations that they are to meet.
May 2020	June 2020	Team SCOPE will create a final survey to administer to students in order to assess their perceptions about "Student disruptions do not interfere with instruction." Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: The creation of the survey will give the team a tool to determine the effectiveness common expectations had on reducing the disruptions that people felt were happening during instruction.
June 2020	June 2020	Team SCOPE will administer the final survey to students in order to assess their perceptions about "Student disruptions do not interfere with instruction." Responsible: Team SCOPE Participants: Students Success Criteria: The survey will help the team determine the effectiveness of the common expectations for the 2019 - 2020 school year.
June 2020	June 2020	Team SCOPE will meet to analyze the final survey to see if student perception changed from 39.8% to 59.8%. Responsible: Team SCOPE Participants: Team SCOPE Frequency: 1 Time Success Criteria: The team will determine if their goal was met or not met.
June 2020	June 2020	The Building Leaders will share with all stakeholders on Class Dolo the results of the 2019 - 2020 survey and the 4 key areas of discipline. Responsible: Building Leaders Participants: All Stakeholders Frequency: 1 Time Success Criteria: All stakeholders will have the opportunity to view the data that determined the success of common expectations and their effects on the 4 key areas of discipline.