

LEA Name	Dunkirk City School District
LEA BEIS Code	060800010000
School Name	Dunkirk Elementary School #5

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	David Boyda	Title	Principal
Phone	716-366-9300	Email	dboyda@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.

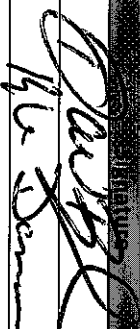
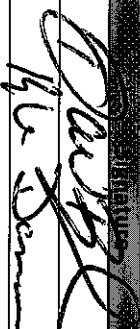
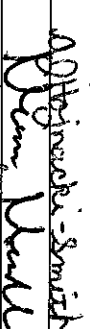
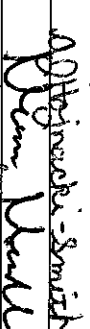

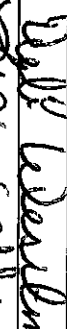


Implementation is required no later than the first day of regular student attendance.

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
David Boyda	Principal		8/7/19
Kyle Damon	Grade 4 Teacher		8-2-19
Andrea Hojnacki	ENL Teacher		08/07/19
Mario Muscarella	Grade 3 Teacher		8/7/19
Mary Schneider	Physical Education Teacher		8-7-19
Deborah Westling	Grade 2 Teacher		8-7-19
Lisa Williams	Kindergarten Teacher		8-7-19
Jean Summa	Social Worker		8-7-19

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Andrea Hojnacki	ENL Teacher		
Mario Muscarella	Grade 3 Teacher		
Mary Schneider	Physical Education Teacher		
Deborah Westling	Grade 2 Teacher		
Lisa Williams	Kindergarten Teacher		
Jean Surma	Social Worker		

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 distribution through public agencies.
- 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:	
	Clearinghouse	
	Rating from Clearinghouse	

X	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 be submitted separately with the SCEP)	
		PAX Good Behavior Game Tier I https://www.goodbehaviorgame.org

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
David Boyda	Principal
Jean Surma	Social Worker
Deborah Westling	Grade 2 Teacher
Kyle Damon	Grade 4 Teacher Parent
Marlo Muscarella	Grade 3 Teacher
Lisa Williams	Kindergarten Teacher
Andrea Holjacki	ENL Teacher
Mary Schneider	Physical Education 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) successes, challenges, and make preliminary recommendations for our summer sessions
Reviewing multiple sources of feedback to identify needs and root causes	5/16/2019	DB, JS, DW, LW, MS	
Determining priorities and goals based on the needs identified	8/6/2019	DB, JS, DW, LW, MS, KD, MM, AH	We considered addressing other classroom practice, rather than Learning Targets. After discussion we decided we were working on that area in 2018 - 2019. Rather than change we
Identifying an evidence-based intervention	8/6/2019	DB, JS, DW, LW, MS, KD, MM, AH	Elementary-Division wide PAXIS Institute is District initiative. We concurred.

Tenet 1 or Tenet 2

A1. DTSDP Pillar				School Leadership - 2B Ensures a Culture and Climate of Success
A2. DTSDP Sub-Pillar (if applicable)				Safe Learning Environment
B1. Baseline Data: Provide the most recently available information.		student classroom behavior interfered with instruction. Additionally, 61 student office referrals were received during the 2018 - 2019 school year.		
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2		By June 2020, office discipline referrals will decrease by 15% evidenced by a review of discipline referral data and classroom walkthrough data will indicate 80% of classroom teachers will be observed providing proactive and positive behavior intervention strategies.		
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.		Our most recent DTSDP visit reported that: "The school leader will monitor and share the effectiveness and impact of teacher practices and decision-making through actionable feedback." The SCEP team's review of multiple sources of data (surveys of parents, students, and staff; DTSDP visit; referral data; SEL data) indicates that in-classroom behavior needs to be addressed. Further, the DTSDP visit indicates that the preferred manner to provide actionable feedback is through an organized walk through procedure.		
E1. Action Plan - August 2019 through January 2020				
E2. Start Date:	E3. End Date:	E4. Steps to Address Areas of Need and Achieve Goal:		
Identify the projected start date for each activity.	Identify the projected end date for each activity.	In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.		
9/4/2019	9/4/2019	At the first staff meeting of the year the school leader will communicate the importance of and the procedures for walk through visits.		
9/4/2019	9/5/2019	At the first staff meeting of the year the school leader will communicate the manner in which proactive behavior interventions will be collected.		
9/6/2019	12/19/2019	The school leader will work collaboratively with faculty to provide actionable feedback, that is useful to the teacher, to improve both teacher and leader practice.		
9/6/2019	12/19/2019	School leader will share walk through visit feedback data at monthly faculty meetings		

<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>	<p>We would expect to see a reduction in disciplinary referrals and an increase in teacher satisfaction with student classroom behavior, as evidenced by a review of the relevant data.</p>
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	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 school year if it determines that the August to January steps have been successful.
1/6/2020	5/30/2020	The school leader will work collaboratively with faculty to provide actionable feedback, that is useful to the teacher, to improve both teacher and leader practice.
1/6/2020	1/17/2020	School leader will meet with teachers individually to review school year progress and assess the effectiveness of his feedback.
1/6/2020	5/30/2020	School leader will share walk through visit feedback data at monthly faculty meetings
6/8/2020	6/19/2020	Team meets to review data and assess effectiveness of Tenet 2 plan.
6/26/2020	6/26/2020	Celebrate successes at closing Faculty Meeting

Tenet 3 or Tenet 4

A1. DTSD E Pillar	4 Effective Instruction	
A2. DTSD E Sub-Pillar (if applicable)	4E Instructional Techniques that Deepen Engagement	
B1. Baseline Data: Provide the most recently available information.	were consistently posting a learning target. By contrast, 36% of students were able to verbalize what they were learning or how they would reach the learning target.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4	By June 2020, 90% of classroom walk-throughs will indicate an effective learning target is present and there will be a 20% increase in the number of students able to articulate "what they are learning."	
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 team found that the learning target data clearly showed this area needed to be addresses. Additionally, the DTSD E review said: "In order for the school leader to improve instructional practices and decisions to improve student outcomes in a continuous and sustainable manner for all students ... the school leader should increase his walk through visits."	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	
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.		
8/26/2019	9/4/2019	At opening faculty meeting school leader shares the walk through tool and emphasizes the initiative to hear students tell how they can reach the learning target or verbalize "what they are learning."
9/9/2019	12/19/2019	Building leader performs regular walk through visits, recording data, and sharing feedback to staff
9/9/2019	12/19/2019	Building leader collects learning target data and shares out with staff at monthly faculty meetings.
12/16/2019	1/6/2020	Team meets to review process, examine relevant data, and determine process/procedure changes as necessary

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.

We would expect, at mid-year, to see a 10% increase in the number of students able to articulate "what they are learning" through a review of the walk through data.

G1. Action Plan - January 2020 through June 2020			
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	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 school year. If it determines that the August to January steps have been successful.	
1/6/2020	5/30/2020	Building leader performs regular walk through visits, recording data, and provides actionable feedback to staff	
1/6/2020	5/30/2020	Building leader collects learning target data and shares out with staff at monthly faculty meetings.	
6/8/2020	6/19/2020	Team meets to review process, examine relevant data, and determine process/procedure changes as necessary	
6/26/2020	6/26/2020	Celebrate successes at closing Faculty Meeting	

School-Selected DTSD E Tenet

A1. DTSD E Pillar		5 Effective System of Social-Emotional Learning	
A2. DTSD E Sub-Pillar (if applicable)		5A - Establishing School Wide Practices that support SEL	
B1. Baseline Data: Provide the most recently available information.		and building student social emotional health. Additionally, the team reviewed office referral information from 2018 2019 and found that there were 61 disciplinary referrals.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal		By June 2020 the percent of teachers that report that we have an effective system to address SEL will increase by 10%	
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 school needs a comprehensive system to address social emotional health in the classroom. We believe if we implement a building wide PAX Success Team (SST).	
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	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.	
Sep-19	Oct-19	All staff will receive training to initially implement the PAX Good Behavior Game	
Sept 3 2019	Sept 4 2019	All staff will receive initial training on the District Wide Student Support Teams' referral process	
Sept 3 2019	Sept 4 2019	Building Leader will introduce, discuss, and review the PAX SEL program with all staff	
Sept 4 2019	Jan-20	CASAC staff trainers provide individual teacher training on each kernel in the PAX program.	
Oct 1 2019	Jan-20	School Social Worker will identify students who exhibit repeated SEL needs in the classroom	
Oct 1 2019	Jan-20	School Social Worker will consult with teachers of the identified students to provide support and strategies	

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.

The team will analyze Student Support Team referrals and discipline referral data that compares 2018-19 to 2019-20. We would expect to see a decrease in disciplinary referrals and a corresponding increase in the effective use of our Student Support Team.

G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	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 school year IF it determines that the August to January steps have been successful.
1/6/2020	6/15/2020	CASAC staff trainers provide individual teacher training on each Kernel in the PAX program.
1/6/2020	6/15/2020	School Social Worker will identify students who exhibit repeated SEL needs in the classroom
1/6/2020	1/17/2020	Team reviews relevant data with Social Worker and Building Leader to determine if a change in plan is necessary
1/6/2020	5/30/2020	School Social Worker will consult with teachers of the identified students to review the PAX Target Child Report.
1/6/2020	6/15/2020	Collaboratively address student needs, as a team.
6/8/2020	6/19/2020	SCEP team reviews SST and Referral data with the expectation that we would find an increase in teacher satisfaction with our buildings SEL system by a minimum of 10%.
6/26/2020	6/26/2020	Celebrate successes at closing Faculty Meeting

Survey Results

A1. Survey Baseline Data: Provide the most recently available information.			
		71% of teachers on the most recent Student Performance Scan Survey indicated that behavior interferes with instruction.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results			
		By June 1, 2020 School #5's student office referrals will decrease by 10% and teacher survey data will have a corresponding increase in student behavior satisfaction of 10%.	
<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>The team reviewed classroom, PBIS, and formal discipline referral data. We found that in addition to classroom behavior, issues in common areas (hallways, cafeteria, playground) need to be addressed. We believe a building wide system needs to be in place and our vehicle will be the PAX good behavior game.</p>	
D1. Action Plan - August 2019 through January 2020			
<p>D2. Start Date: Identify the projected start date for each activity.</p>	<p>D3. End Date: Identify the projected end date for each activity.</p>	<p>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.</p>	
Aug 30 2019	Sept 30 2019	All teachers will be trained in the PAXIS Institutes' PAX Good Behavior Game	
Sept 5 2019	Dec 20 2019	Teachers begin to use the PAX Kernels to reinforce positive classroom behavior	
Sept 9 2019	Jan 2 2020	Building leader performs classroom walk through visits to collect data on teacher implementation of PAX principles	
Sept 9 2019	Jan 2 2020	Building leader walk through visits will reflect students level of understanding of PAX expectations	
<p>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.</p>		<p>When comparing mid year office referral data from the 2018 - 2019 school year to the same timeframe for the current school year we would expect to see a 5% decrease in behavior issues. As the team reviews relevant data we would also expect to see walk through data that shows PAX principles are evident in classrooms and common areas by both teachers and students.</p>	

F1. Action Plan - January 2020 through June 2020		
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Jan 6 2020	Jan 10 2020	Team reviews relevant data to determine level of implementation and referral numbers
Jan 13 2020	Jan 15 2020	Team reviews Spielem Target Child report to assess students with multiple referrals. These students will be targeted for Tier I and/or Tier II behavioral supports.
Jan 13 2020	Jan 24 2020	After review team prepares school wide assembly to share building progress
Jan 13 2020	May 30 2020	Building leader continues walk through visits to collect progress data
May 30 2020	June 15 2020	
6/26/2020	6/26/2020	Team reviews results of School Performance Scan Survey looking for a 15% decrease in teachers indicating behavior interferes with instruction. Celebrate successes at closing Faculty Meeting

A1. ELA Baseline Data: Provide the most recently available information.

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the

C1. Area(s) of Need: Indicate the area(s) of

D1. Action Plan - August 2019 through January

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.
Sept 4 2019	Sept 6 2019
Sept 9 2019	Oct 4 2019
Oct 7 2019	Oct 11 2019
Oct 11 2019	Oct 11 2019
Oct 14 2019	Nov 22 2019
Nov 18 2019	Nov 22 2019
Nov 25 2019	Jan 17 2020
Jan 13 2020	Jan 17 2020
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	

F1. Action Plan - January 2020 through June 21	
F2. Start Date:	F3. End Date: Identify
Identify the projected start date for each activity.	the projected end date for each activity.
Jan 21 2020	Feb 28 2020
24-Feb	Feb 28 2020
2-Mar	Mar 24 2019
24-Mar	31-Mar
1-Apr	5-Jun
8-Jun	12-Jun
15-Jun	19-Jun
6/26/2020	6/26/2020

English Language Arts

The ESSA performance report indicated that we received a score of 1 in the area of Economically Disadvantaged Student's Growth.

A cohort of 12 economically disadvantaged students will be selected across each 4th and 5th grade classroom. Those students will each achieve 1 year of growth based upon the STAR Reading Assessment.

The primary area of need for each student is in reading comprehension.

2020

D4. Steps to Address Areas of Need and Improve 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 students for cohort group based upon previous years' STAR Reading Assessment scores, NYS ELA assessment scores, and teacher recommendation.

Student receive Tier I classroom instruction, Tier II and/or Tier III interventions based upon student performance

STAR progress monitor student cohort group with STAR Reading Assessment

Review student progress, plan for adjustments as needed

Student receive Tier I classroom instruction, Tier II and/or Tier III interventions based upon student performance

STAR progress monitor student cohort group with STAR Reading Assessment

Student receive Tier I classroom instruction, Tier II and/or Tier III interventions based upon student performance

Students administered the NYS released ELA assessment questions to monitor mid year growth and predict performance on upcoming state assessments.

NYS released ELA assessment questions and mid-year STAR state performance report. Benchmark growth being 0.5 years of growth

F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year. If it determines that the August to January steps have been successful.

Student receive Tier I classroom instruction, Tier II and/or Tier III interventions based upon student performance
STAR progress monitor student cohort group with STAR Reading Assessment
Student receive Tier I classroom instruction, Tier II and/or Tier III interventions based upon student performance
Administer NYS ELA assessment
Student receive Tier I classroom instruction, Tier II and/or Tier III interventions based upon student performance
Administer end of year STAR progress monitoring
Team reviews data for progress
Celebrate successes at closing Faculty Meeting