New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Dunkirk City School District	Mr. Brian Swatland

2026-27 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2026-27 identified in this plan.

1	**Teaching and Learning:** Our priority is to ensure that every student receives high-quality, data-driven, and explicit instruction across all disciplines, grounded in the Science of Reading. In 2026-2027, our focus shifts from implementing curriculum to refining how skillfully and responsively it is delivered, PreK through 12, while sustaining the collaborative structures, distributed leadership, and predictive data practices that make high-quality instruction durable.
2	**Student Achievement:** Our priority is to maximize achievement for all learners through a comprehensive Multi-Tiered System of Supports that uses data to drive instruction, intervention, and goal-setting. In 2026-2027, we will shift MTSS from a reactive to a proactive, predictive system, identifying students at risk before they fall behind, matching

	them to the right support across Tiers 1, 2, and 3, and using shared decision rules to monitor movement so that no student falls through the cracks.
3	**Social-Emotional Learning:** In 2026-2027, our focus is on strengthening student behavior, engagement, and connectedness by implementing proactive behavioral supports, early identification of student needs, and consistent SEL practices across all schools. Relationship-building will be defined through intentional opportunities for students to develop positive connections with peers and adults, participate in student-centered activities, and engage in collaborative problem-solving with staff and families. These efforts will support improved school climate, increased student achievement and student engagement, reductions in behavioral incidents, and chronic absenteeism.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2026-27?	Our priority is to ensure that every student receives high-quality, data-driven, and explicit instruction across all disciplines, grounded in the Science of Reading. In 2026-2027, our focus shifts from implementing curriculum to refining how skillfully and responsively it is delivered, PreK through 12, while sustaining the collaborative structures, distributed leadership, and predictive data practices that make high-quality instruction durable.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Dunkirk City School District is committed to a coherent PreK-12 instructional system in which every student receives high-quality, data-driven, and explicit instruction grounded in the Science of Reading. The district holds a shared definition of what this looks like in practice: in Dunkirk classrooms, high-quality Tier 1 instruction means students are actively engaged in reading, writing, creating, discussing, collaborating, and critically thinking to develop problem-solving skills, while teachers intentionally facilitate learning through questioning, differentiation, data-driven instruction, progress monitoring, and responsive practices that support both academic achievement and social-emotional growth while maintaining high expectations for learning. This priority reflects the belief that consistent curriculum implementation is necessary but not sufficient; what changes outcomes is how skillfully and responsively that definition is brought to life in every classroom. After two years of building a shared literacy vision, adopting research-based curricula, and establishing data routines, the district is ready to move from implementation to sustainability, refinement, and acceleration, which is why Teaching and Learning remains the district's foundational 2026-2027 priority. This focus is grounded in what the district learned through analysis and through its Envision, Analyze, and Listen activities, including at Dunkirk Elementary School #3, identified for TSI support. STAR Reading proficiency rose from roughly 30% in 2024-2025

	to 40% on the district measure, evidence that the instructional shifts are taking hold, yet proficiency continues to lag and K-2 STAR Early Literacy declined 10 percentage points from the prior year, underscoring the need to close learning gaps and get students on grade level to increase proficiency. These findings confirm that the next phase of work must deepen instructional skill, strengthen the early identification of students at risk, and build internal coaching capacity. By advancing responsive Tier 1 and Tier 2 instruction, a predictive data culture that identifies students before they fall behind, and a Teaching and Learning Team that drives improvement from within, this priority strengthens Student Achievement, reinforces the district's MTSS framework, and supports the SCEP key strategies at School #3, positioning the district's literacy gains to endure beyond any single initiative or consultant.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Deepen Literacy Vision Ownership	This strategy moves the district from awareness of its literacy vision to active ownership, ensuring that staff, families, and students can articulate, model, and advocate for high-quality literacy practices.	Updated walkthrough tool with a published vision ownership indicator Humanities Council, Literacy Leaders, Principals, and TOSAs to facilitate workshops and family events.

	In Years 1 and 2, the district established and communicated the vision but did not measure understanding. Year 3 focuses on depth, ownership, and evidence that the vision is lived out daily in classrooms, where students are actively engaged in reading, writing, discussing, and critical thinking. **Implementation will include:** **Vision in Practice Workshops**: Building teams will examine student work and classroom artifacts through the lens of the district literacy vision and belief statements. Vision statements will be unpacked at grade-level and department meetings so that staff share a common understanding, and the vision will be used to evaluate the alignment of instructional materials and common assessments. **Vision Ownership Walkthrough Indicator:** The district will define and publish a vision ownership indicator on the walkthrough tool that moves beyond evidence of explicit instruction to evidence that teachers can connect their practice to the vision. Criteria will include instructional design and delivery, student work that reflects vision-aligned expectations, and grade-level notes that reference the vision in at least 50% of meetings. **Family and Community Advocacy:** The district will host a districtwide Literacy Night focused on family advocacy and provide quarterly tools and communication to homes to support	Staff vision survey administered in September 2026, January 2027, and June 2027. Student goal-setting templates and protocols. Funding and materials for the districtwide Literacy Night, family newsletters, and parent workshops.

	K-12 literacy development, including a district newsletter and parent workshops. **Student Voice and Goal-Setting:** Students in grades K-12 will set, monitor, and articulate personal literacy goals using STAR, common assessments, and writing progress, connecting their own growth to the district vision. Each principal is accountable for confirming completion of the first goal-setting round, and teachers will conference with students and display visual goal progress by grade level. **Belief Statement Renewal:** The Humanities Council will review staff survey results, walkthrough trends, STAR proficiency data, and cross-building findings to refine and recommit to the district's literacy belief statements, ensuring the renewal is evidence-based. **Student Impact:** As ownership of the vision deepens, students will increasingly be able to name what they are learning, why it matters, and how they are progressing as readers and writers. The district will monitor this through the share of students who set and meet literacy goals, growth on STAR and common assessments, and student work that reflects vision-aligned expectations.	
High-Fidelity, Responsive Curriculum Implementation	This strategy shifts the focus from consistent use of adopted curricula to skillful, responsive delivery, so that instruction is not only aligned but adapted to student data within the curriculum framework. Year 2 established consistent implementation; Year 3 ensures teachers are skilled enough to meet students where they are and accelerate growth toward grade-level proficiency, with a	Adopted curricular materials and pacing guides across PreK-12. Continuation of the Teaching and Learning Team of Instructional Leaders, Literacy Leaders, and TOSAs.

	particular emphasis on small-group Tier 2 instruction during core time. **Implementation will include:** **Curriculum Implementation and SOR Training by Grade Band:** Each level will deepen implementation of its adopted programs, including Creative Curriculum, Heggerty, and Zaner Bloser at PreK, Magnetic Literacy and Zaner Bloser at the primary level, Savvas writing and continued monitoring at the intermediate level, and Common Lit, Flocabulary, and Keys to Literacy at the secondary level. Science of Reading training will continue across grade bands through PLCs, Superintendent Conference Days, and summer sessions. **Differentiated Coaching Model**: The Teaching and Learning Team will provide coaching through three tiers, teacher-driven, group-driven, and administrator-referred, so that support is tailored to teacher need rather than uniform. Building principals will confirm goal-setting and coaching plans early in the year. **Curriculum Refinement Cycles:** Grade-level teams will examine student outcome data alongside curriculum materials each month to identify gaps, adjust pacing, and document supplemental needs. **Model Classrooms**: Each grade band will identify model classrooms that demonstrate fidelity, host willingly, and show positive student outcome trends, serving as structured peer observation sites. **SPED and ENL Integration:** Special education and ENL teachers will receive differentiated coaching and updated co-teaching structures that maintain curriculum fidelity while meeting IEP	SOR and program-specific training providers. Protected core-instruction time for Tier 2 small-group support. Common assessment and walkthrough data tools. Teacher perception surveys administered in January and May 2027. Building master schedules that provide co-teacher shared planning time at least twice per month.

	and language-acquisition needs. To support inclusion in collaborative planning, building administrators will create schedules over the summer that provide shared planning time for co-teachers at least twice per month, consistent with the literacy plan. **Year-End Curriculum Audit**: Leaders will conduct a formal audit using walkthrough data, coaching logs, common assessment results, and teacher feedback to evaluate fidelity and inform Year 4 planning. **Student Impact:** Students will receive coherent core instruction and timely small-group Tier 2 support matched to their data, so more students reach grade-level skills rather than falling behind. The district will monitor this through movement toward grade-level proficiency on STAR and common assessments, with particular attention to primary-level foundational skills following the K-2 STAR Early Literacy dip.	
Predictive Data Culture	This strategy moves the district from reviewing data to acting on it predictively, identifying students at risk before they fall behind and directing intervention resources to those with the greatest need. Year 2 established data protocols and regular review; Year 3 asks the next question of whether the data is driving better outcomes and more accurate intervention placement, using trend analysis across STAR Reading, ORF, IRLA and DI, and common assessment data. **Implementation will include:** **Early Warning Indicators:** The District Leadership Team will define and publish early warning indicators based on the prior year's data, including STAR or benchmark scores below the 20th percentile, attendance below 90%, two or more discipline	District Leadership Team, Principals, TOSAs, and the Directors of Pupil Personnel Services and Health-Related Services. A published early warning indicator framework; a shared MTSS literacy data decision protocol. STAR universal screening calendar and intervention data systems.

	referrals in a trimester, and a report card grade of D or F in ELA, or a 1 or 2 in ELA at the primary level. Buildings may add local indicators but must include the district set, and grade-level teams will be trained to act on this data through Tier 1 classroom supports. **MTSS Literacy Data Cycle:** The district will formalize a literacy data cycle that connects Tier 1, 2, and 3 review within a single protocol for identifying, placing, monitoring, and exiting students from intervention, with trimester reviews of fidelity by district leadership. **Cross-Building Data Benchmarking:** Each trimester, buildings will compare data to identify best practices and address disparities, with the strongest-growth buildings presenting their data practices to district leadership. **Intervention Resource Alignment**: Twice yearly, leaders will review intervention data to confirm that students are receiving appropriate supports and making expected progress, examining whether students exit programs at the right time and whether academic, attendance, and behavioral interventions are producing growth. **Data System Sustainability Audit**: At year-end, the district will audit the consistency, usability, and impact of its assessment and data tools, identifying redundant or underused tools and making recommendations for Year 4. **Student Impact:** Students who are at risk will be identified earlier and matched to the right support sooner, and they will exit intervention once they have grown rather than remaining in it by default. The district will monitor this through the share of	Protected team, WIN, and Student Support Team meeting time. An assessment system usability survey.

	flagged students who receive timely intervention and the share who make expected progress or exit on time.	
Empower the Teaching and Learning Team	This strategy builds internal capacity so that instructional improvement is driven from within and sustained independent of any single administrator or outside consultant. Years 1 and 2 focused on forming literacy teams, but role confusion limited their impact, so the district created the Teaching and Learning Team, composed of TOSAs, Literacy Leaders, and Instructional Leaders, with clearly defined roles. Year 3 shifts the focus from team function to team impact, measuring whether the team's work translates into improved classroom practice and student outcomes. **Implementation will include:** **Building-Level Literacy Goals**: Each building's Teaching and Learning Team, leadership team, and principal will set a goal from the Tier 1 Universal Rubric for Literacy and select an Explicit Instruction focus, define priority skills and the assessments that will measure student impact, and identify the coaching the team will provide to support the goal. Completed goal templates are submitted to the Executive Director by mid-September 2026. **Impact Measurement Protocol:** The team will link coaching logs and turnkey training records to walkthrough and student outcome data, producing mid-year and end-of-year impact reports that connect team activity to classroom and student results. **Science of Reading Advancement for Leaders**: Literacy Leaders will receive advanced learning beyond foundational training	The Teaching and Learning Team of TOSAs, Literacy Leaders, and Instructional Leaders. Tier 1 Universal Rubric for Literacy and shared goal-setting templates. Coaching logs and impact report templates. Advanced SOR professional learning, including conference attendance and external partnerships. School Leaders' Lab onboarding for new principals and scheduled DCIP check-ins for all leaders. Protected time for monthly leader learning and quarterly cross-building meetings.

	through conferences, book studies, and external partnerships, with monthly professional learning shaped by a needs survey. **Targeted Leadership Coaching:** New principals will receive onboarding support through the School Leaders' Lab to strengthen their instructional leadership, and the district will use periodic DCIP check-ins to monitor progress, maintain coherence across priorities, and adjust supports as needed with all leaders. **Cross-Building Collaboration:** The Teaching and Learning Team will hold quarterly cross-building meetings using a structured agenda of data review, strategy sharing, turnkey updates, and joint planning, with team members facilitating from the second quarter onward to build independent leadership capacity. Meetings will be scheduled to require minimal pull-out from instruction, using existing professional learning time, Superintendent Conference Days, and virtual options where possible. **Student Impact**: As the team's coaching strengthens classroom instruction, students will experience more consistent, high-quality teaching of the priority skills each building selected. The district will monitor this through the building-level priority skills and assessments named in each team's goal, connected to student outcomes in the mid-year and end-of-year impact reports.	
Institutionalize Collaborative Structures and Professional Learning	This strategy ensures that protected time for data analysis, peer observation, and curriculum planning becomes a permanent, self-sustaining feature of district culture rather than a time-limited initiative. Years 1 and 2 created and protected collaborative structures; Year 3 asks whether those structures can function without external prompting, and institutionalizes the	Building master schedules with protected, inclusive collaborative planning time. Explicit instruction feedback tool and a shared peer observation reflection protocol.

	ones that work so professional learning is continuous, job-embedded, and driven by classroom data. **Implementation will include:** **Protected Collaborative Planning Time:** The district will review all building master schedules at the start of the year to ensure collaborative planning time is protected, occurs at least twice per month per grade-level team, is inclusive of special education and ENL co-teachers, and is dedicated to literacy data review, curriculum planning, or peer learning rather than administrative business. Principals will submit schedules that meet this standard. **Peer Observation:** The district will offer voluntary peer observation, conducted during teachers' existing prep periods so that no additional coverage or cost is required. Principals will identify teacher leaders in their buildings to host, and participating teachers will use a structured reflection protocol tied to the explicit instruction feedback tool. Observations will connect to building and individual goals, building on the model already in place at the intermediate level. **Learning Walk to Professional Learning Pipeline**: Aggregated learning walk data will directly inform the professional learning calendar each trimester, with the Teaching and Learning Team and principals designing responsive, job-embedded professional development based on the trends observed. **Annual Professional Learning Audit:** At year-end, the district will audit all professional learning for relevance, differentiation, follow-through, and impact on practice, using teacher and	Teaching and Learning Team and the Professional Development Committee to design responsive professional learning. Teacher and administrator surveys to support the professional learning audit. Building principals to identify teacher leaders to host voluntary peer observations. Teachers' existing prep periods as the time for voluntary peer observation, requiring no additional coverage.

	administrator survey data and walkthrough evidence to produce a written professional learning impact report. **Year 4 Transition Planning:** The district will use Year 3 data from learning walks, the professional learning audit, curriculum reviews, and student outcomes to produce an evidence-driven Year 4 plan, anchored by a documented September 2026 baseline of targeted literacy strategy use. **Student Impact:** When collaborative time is used to analyze student data and refine instruction, students benefit from teaching that is adjusted in near real time rather than at year-end. The district will monitor this through the instructional adjustments documented in collaborative meetings and the student outcome trends those teams review across the year.	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2026-27 school year.
Student Outcomes: • District STAR Reading proficiency is on a trajectory toward 40% or higher, building on the increase from roughly 30% in 2024-2025 to 40% on the district measure. • K-2 STAR Early Literacy proficiency shows a measurable increase over the spring 2026 baseline, with a target set by district leadership at the start of the year, monitored across STAR screening windows.

- At least 50% of students meet district literacy benchmarks on the priority skills selected by their building.
- 80% of students flagged by fall early warning indicators receive documented intervention, with evidence of progress or timely exit.

Implementation:

- 85% of staff can articulate the literacy vision, sustained from mid-year, and 80% of classrooms demonstrate vision alignment through walkthroughs.
- 75% of classrooms implement targeted literacy and instructional strategies, up from 65% in Year 2.
- 85% curriculum alignment is sustained, with walkthroughs showing responsive, skillful delivery rather than use of materials alone.
- Voluntary peer observation is offered in all buildings, with documented participation and reflection using the explicit instruction feedback tool.
- Targeted literacy strategy use increases at least 30% from the documented September 2026 baseline.

Survey Data:

- Increase the district Q5 favorable rate (PD reinforced through coaching and collaborative team time) from 56% toward 70%, with School #3 moving up from 21%.
- Increase district Q4 favorable (PD connected to instructional priorities) from 63% toward 75%.
- Sustain Q6 shared understanding of high-quality instruction at or above 84%.
- Sustain or grow the Rigorous Curriculum and Instruction domain from 3.81.

Qualitative Aspirations:

- The Teaching and Learning Team operates as the primary driver of instructional improvement, with documented mid-year and end-of-year impact reports.
- The literacy vision functions as a shared professional identity that staff own and families understand.

- Protected collaborative time, peer observation, and the learning walk to professional learning pipeline are durable, self-sustaining features of district culture.
- District literacy belief statements are renewed based on survey, walkthrough, and proficiency evidence.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Building master schedules verified with protected collaborative planning time, inclusive of SPED and ENL co-teachers	By September 2026	
Vision ownership walkthrough indicator and early warning indicators defined and published; September 2026 baseline of targeted literacy strategy use documented	By September 2026	
Teaching and Learning Team goal templates and building-level literacy goals submitted, including Tier 1 rubric domain, baseline, target, and priority skills	By September 15, 2026	

100% of schools complete at least four rounds of learning walks per grade band using the district feedback tool, with documented debriefs, and at least one instance per building where learning walk data directly informed a professional learning or instructional decision.	By January 2027	
First round of K-12 student literacy goal-setting completed	By October 2026	
80% of at-risk students flagged in fall screening receiving documented intervention	By end of first trimester	
Mid-year vision survey shows 85% staff awareness; 75% of classrooms show vision alignment	By January 2027	
First Teaching and Learning Team impact report completed; 70% of classrooms implementing targeted strategies	By January 2027	
Voluntary peer observation underway in all buildings, with hosts identified and participation documented	By January 2027	
Interim STAR proficiency at 35%, using State proficiency for grades 3-8 and district proficiency for K-2	By February 2027	
Two curriculum refinement cycles and three cross-building data benchmarking sessions completed	By March 2027	

Final vision survey sustains 85% awareness; 80% classroom alignment; professional learning audit and Year 4 plan delivered	By June 2027	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2026-27?	Our priority is to maximize achievement for all learners through a comprehensive Multi-Tiered System of Supports that uses data to drive instruction, intervention, and goal-setting. In 2026-2027, we will shift MTSS from a reactive to a proactive, predictive system, identifying students at risk before they fall behind, matching them to the right support across Tiers 1, 2, and 3, and using shared decision rules to monitor movement so that no student falls through the cracks.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Dunkirk City School District believes that no student should fall through the cracks, and that early identification and targeted support must be the standard rather than the exception. A mature Multi-Tiered System of Supports is the engine of that belief, and this priority reflects the district's commitment to using data not as a compliance exercise but as a genuine tool for advocacy on behalf of every learner. After two years of establishing MTSS routines, data protocols, and regular review, the district is ready to shift the system from reactive to proactive, getting ahead of student need by identifying students at risk before they fall behind, placing them accurately across Tiers 1, 2, and 3, and using shared decision rules to monitor their movement and growth. This focus is grounded in what the district learned through analysis and through its Envision, Analyze, and Listen activities, including at Dunkirk Elementary School #3, identified for TSI support. While data systems are in place, staff have remained uncertain about how to act on the data, particularly in connecting Tier 1 classroom evidence to decisions about Tier 2 and Tier 3 intervention, and STAR Reading proficiency, though improving, remains an area of growth. The district is not starting from zero: three buildings already operate well-established Student Support Teams whose practices can model the proactive approach for the rest of the district. By formalizing consistent decision

	rules, strengthening building and district MTSS teams, and embedding student progress-monitoring and goal-setting across content areas, this priority directly reinforces the high-quality, responsive instruction of Priority 1 and the climate, attendance, and behavioral supports of Priority 3, advancing the district's vision of equity and achievement for every learner.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Formalize Proactive MTSS Decision Rules	This strategy is the core of the district's shift from a reactive to a proactive MTSS, establishing clear, data-informed criteria for identifying student need and moving students between tiers before they fall behind. In prior years, data systems existed but staff were uncertain how to act on the data, particularly in connecting Tier 1 classroom evidence to Tier 2 and Tier 3 decisions. Year 3 formalizes that connection so that identification, placement, and exit follow shared rules rather than individual judgment. **Implementation will include:** **District-Wide Decision Rules**: The district MTSS committee will define specific, data-informed criteria for movement between Tier 1, 2, and 3 supports, grounded in screening	District MTSS committee and building teams. A written set of district-wide tier movement decision rules. Tiered intervention menus by building. A shared entry, progress, and exit protocol. Screening and progress monitoring tools.

	data, progress monitoring, classroom performance, and teacher input, so that every building identifies and places students consistently. **Tiered Intervention Menus**: Each building will maintain a tiered intervention menu aligned to district expectations, listing available interventions, frequency, duration, and progress measures for each tier across content areas. **Shared Decision Protocol:** Buildings will use a common protocol for entry, progress monitoring, and exit, with documented rationale for tier movement, so that students move based on evidence rather than default placement. **Proactive Identification:** Teams will use screening and classroom data at the start of and throughout the year to flag emerging need early and deploy Tier 1 classroom supports before students require more intensive intervention. **WIN Time Groupings:** WIN time groupings are adjusted based on progress monitoring data. Each progress-monitoring cycle, building teams will document the data reviewed, the decision made (move up, move down, intensify, exit, or remain), and the data-based rationale for that decision, including the rationale for any students who remain in place, so that grouping reflects a documented, data-based conversation rather than default placement. **Student Impact:** Students will be identified and supported earlier, matched to the right level of help, and moved out of intervention once they have grown rather than remaining in it by default. The district will monitor this through the share of students who move tiers based on documented decision	Data analytics platform to support data-based decisions.

	rules and the share who make expected progress or exit on time.	
Strengthen District and Building MTSS Teams	This strategy sustains and strengthens the two-tiered MTSS leadership structure that drives consistent, proactive action across the district. It builds on an internal strength: three buildings already operate well-established Student Support Teams whose practices can model the proactive approach for the rest of the district. **Implementation will include:** **District-Level MTSS Committee:** A cross-role committee of administrators, teachers, counselors, and special education staff will meet monthly to review district-wide trends, align practice across buildings, and refine MTSS protocols, intervention menus, and progress monitoring tools. **Building-Based MTSS Teams:** Each school will maintain an active team that meets weekly or biweekly to analyze screening and progress data, ensure interventions are delivered with fidelity, make tier-movement decisions, and support staff in implementing strategies. **Model and Mentor Structure:** The three buildings with established Student Support Teams will share protocols, meeting structures, and decision practices so that newer teams adopt proven approaches rather than building from scratch. **Ongoing Professional Learning:** Staff will receive targeted learning on data use, intervention strategies, and progress monitoring, supported by building leads and district staff.	District-Level MTSS Committee and building-based teams. Dedicated meeting time in school schedules. Cross-role team membership. Three established Student Support Teams as model sites. Professional learning on data use and intervention. Behavior and academic data tracking tools.

	Student Impact: Students will benefit from consistent, building-level teams that catch needs quickly and respond with the right support, regardless of which school they attend. The district will monitor this through team meeting records showing interventions monitored and adjusted based on data, and through reduced variation in how students are identified and served across buildings.	
Embed Student Progress-Monitoring and Goal-Setting	This strategy puts students at the center of the MTSS system by building their ownership of their own progress across content areas. It extends goal-setting beyond literacy so that students throughout the district set, monitor, and articulate academic goals as a routine part of their learning. **Implementation will include:** **Trimester Goal-Setting:** Students will set personal academic goals each trimester using STAR, common assessments, and other progress data, and monitor their growth toward those goals across content areas. **Embedded in Tier 1:** Goal-setting and progress-monitoring will be embedded in Tier 1 instruction rather than treated as a separate activity, so that all students participate, not only those in intervention. **Progress-Monitoring Routines:** Teams will use consistent progress-monitoring tools and cycles to track student growth, adjust groupings, and inform tier decisions, ensuring monitoring is frequent enough to catch students before they fall behind.	STAR, common assessments, and progress monitoring tools. Goal-setting templates and student reflection protocols. Protected time for trimester goal-setting and conferencing. Teacher professional learning on embedding goal-setting in Tier 1. Visible goal-tracking structures by grade level.

	Student Reflection: Students will reflect on their progress and next steps through conferences and visible goal-tracking, reinforcing ownership and engagement. **Student Impact:** Students will be able to name where they are, where they are going, and how they are progressing, and will take a more active role in their own growth. The district will monitor this through the share of students who set and monitor goals each trimester and through growth on the measures tied to those goals.	
Monitor Intervention Fidelity and Impact	This strategy is the accountability layer that answers whether the MTSS system is actually working, not just running. It moves the district from documenting that interventions occur to verifying that they are delivered with fidelity and producing growth, which is essential to a proactive system that directs resources to the students with the greatest need. **Implementation will include:** **MTSS Fidelity Rubrics**: Buildings will use a shared rubric to evaluate the fidelity of their MTSS implementation, pinpoint gaps, and ensure consistency of practice across schools. **Regular Data Meetings**: Teams will hold regular data meetings using agreed-upon protocols to determine student progress, adjust or intensify interventions, and document decisions about tier movement. **Intervention Impact Review**: District leaders will review intervention data periodically to confirm that students are receiving appropriate supports and making expected progress, examining whether students exit programs at the	Shared MTSS fidelity rubric. Data meeting protocols and schedules. Intervention progress data across academic, attendance, and behavioral measures. District leadership and Directors of Pupil Personnel Services and Health-Related Services for impact review. Processes for reallocating intervention resources based on need.

	right time and whether academic, attendance, and behavioral interventions are producing growth. **Resource Alignment**: Findings from fidelity and impact review will inform how intervention resources, staff, time, and materials are allocated, so that support follows student need. **Student Impact**: Students will receive interventions that are delivered as intended and adjusted when they are not working, so that time in intervention produces real growth. The district will monitor this through the share of students in Tier 2 and Tier 3 showing measurable progress and through fidelity rubric results across buildings.	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2026-27 school year.
Student Outcomes: • 90% of students demonstrate measurable academic growth through regular progress-monitoring cycles. • The majority of students in Tier 2 and Tier 3 show measurable progress, with students exiting intervention when they meet exit criteria rather than remaining by default. • 80% of students set and monitor personal academic goals each trimester across content areas. • District STAR proficiency continues on its upward trajectory, consistent with the Priority 1 target of moving toward 40% or higher.

- Increase secondary "Learning and Challenge" from 3.44 toward 3.7, and improve the consistency-of-challenge item (Q3) from 25% favorable, the lowest secondary item, as responsive Tier 1 and 2 instruction takes hold.
- 70% of teachers will strongly agree or agree that “We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.”

MTSS Implementation:

- 100% of schools implement Tier 1, 2, and 3 supports using the district decision rules, with documented rationale for tier movement.
- 100% of buildings maintain a tiered intervention menu aligned to district expectations.
- 100% of buildings complete the MTSS fidelity rubric, with support plans in place for identified gaps.
- District and building MTSS teams meet on schedule, with meeting records showing interventions monitored and adjusted based on data.

Qualitative Aspirations:

- MTSS functions as a proactive system that identifies and supports students before they fall behind, rather than a reactive one.
- Variation in how students are identified and served narrows across buildings, with the three established Student Support Teams modeling practice for others.
- Students take a more active role in their own learning, able to name where they are, where they are going, and how they are progressing.
- Intervention resources are allocated based on student need, informed by fidelity and impact review.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year, if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
District-wide tier movement decision rules and shared entry, progress, and exit protocol defined and published to building teams	By September 2026	
Each building has an active MTSS team meeting on a set schedule and a tiered intervention menu in place.	By October 2026	
Fall screening complete; students flagged for Tier 2 and Tier 3 receiving documented intervention.	By end of first trimester	
First round of student academic goal-setting completed across content areas.	By October 2026	

Buildings complete first MTSS fidelity rubric, with gaps identified and support plans started.	By December 2026	
WIN time groupings are adjusted based on progress monitoring data, and buildings document a data-based rationale for all grouping decisions, including students who stay in place	By December 2026	
Mid-year data review shows interventions monitored and adjusted; 75% of buildings document Tier 2 and Tier 3 placement rationale using decision rules.	By January 2027	
80% of students completed at least one round of goal-setting with reflection.	By January 2027	
Interim STAR proficiency at 35%, consistent with the Priority 1 benchmark.	By February 2027	
Intervention impact review confirms whether Tier 2 and Tier 3 students are making expected progress.	By March 2027	
Year-end fidelity rubric and impact review complete, informing resource allocation for the following year.	By June 2027	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2026-27?	**Social-Emotional Learning:** In 2026-2027, our focus is on strengthening student behavior, engagement, and connectedness by implementing proactive behavioral supports, early identification of student needs, and consistent SEL practices across all schools. Relationship-building will be defined through intentional opportunities for students to develop positive connections with peers and adults, participate in student-centered activities, and engage in collaborative problem-solving with staff and families. These efforts will support improved school climate, increased student achievement and student engagement, reductions in behavioral incidents, and chronic absenteeism.

Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Dunkirk City School District believes that social-emotional well-being, strong relationships, and a sense of belonging are prerequisites to learning, not separate from it. When students feel connected to their peers and to the adults in the building, they attend more consistently, engage more fully, and are better positioned to succeed academically. The district's March 2026 NYSED Needs Assessment surveys confirmed this as an area of need: belonging and attendance were the lowest-rated domains across families and students district-wide, and teachers rated the whole-child domain lower than any other area of their practice. This focus also emerged directly from the district's Envision, Analyze, and Listen activities at Dunkirk Elementary School #3, identified for TSI support, where families rated student support and belonging at 3.46 and attendance at 3.28, both areas for growth. School teams identified inconsistent behavior systems, chronic absenteeism, and limited opportunities for students to build positive relationships with adults as direct barriers to engagement and achievement, particularly for the subgroups the district is accountable for supporting. Strengthening proactive behavioral supports, early identification of student needs, and consistent SEL practices addresses the cause rather than the symptom, building systems that anticipate student needs and respond early. By embedding SEL and behavioral support as Tier 1 universal practices within the district's MTSS framework, this priority strengthens Student Achievement and reinforces the SCEP key strategies at School #3, where improved climate, attendance, and engagement are essential to the academic gains the plan is designed to produce.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Attendance & Engagement Task Forces	Each school will maintain an Attendance and Engagement Task Force of administrators, counselors, teachers, and support staff that monitors attendance trends and leads proactive efforts to re-engage chronically absent students. **Implementation will include:** **Real-Time Data and Training**: Staff will receive professional development on accurate, real-time attendance tracking, and committees will review SIRS-116 and eSchool data monthly to identify at-risk students early. **Targeted Outreach**: Task forces will use tiered outreach, including calls, home visits, and family meetings, to identify barriers and connect families to support such as transportation assistance or counseling referrals. **Attendance Action Plans:** Teams will create and monitor action plans for high-need students, adjusting supports based on results, and meet with administration biweekly to review progress and escalate persistent concerns.	Attendance Officer and building task forces. SIRS-116 and eSchool attendance data. Mentor programs and guest speakers on attendance and perseverance. Partnerships with Prevention Works, Chautauqua County Mental Health, and The Resource Center.

	Community Partnerships: The district will continue partnerships with Prevention Works, Chautauqua County Mental Health, and The Resource Center to extend support beyond the school day. **Student Impact:** Students who are chronically absent will be identified sooner and re-engaged through targeted support, so that more students attend consistently and are present to learn. Family attendance perceptions district-wide sat at 3.72 and dropped to 3.28 at School #3, the district's lowest, and secondary students rated attendance at 3.24, both areas the district will monitor for improvement.	
SEL Training for Staff	This strategy builds staff capacity to embed Social-Emotional Learning into academic instruction as a Tier 1 universal support rather than a standalone initiative. **Implementation will include:** **SEL as Tier 1:** The revised MTSS plan will define SEL as a core Tier 1 academic and behavioral support, so that it is part of every student's daily experience rather than siloed. **Trauma-Informed and Restorative Practices:** Staff will be trained in trauma-informed care and in restorative practices and community circles that build relationships, repair harm, and strengthen classroom community. **Integration and Adult SEL**: Training will support embedding SEL into daily instruction and will develop adult self-awareness, stress management, and relationship-building, so staff model the skills they teach. **SEL Coaches and Data:** Building-level SEL coaches will support implementation, and SEL data, including attendance, SAEBRS, and	SEL curriculum funded by the McKinney-Vento grant. Trauma-informed training with turnkey capacity so that 90% of staff are trauma-informed. Building-level SEL coaches and an SEL curriculum and instruction director. Community circle structures tailored by building and grade level.

	behavior referrals, will be reviewed at monthly data meetings using a shared district tool. **Student Impact:** Students will experience emotionally safe, supportive classrooms where SEL is part of everyday learning, supporting both academic and social-emotional growth. Teachers rated the whole-child "Every Child Thrives" domain at 3.54 district-wide, the lowest of their four domains, and at 2.92 at the secondary level, the district's steepest area of need.	
Behavior Data Reviews	Weekly building-level reviews of behavior data will identify patterns and guide proactive adjustments to classroom and school-wide practice. **Implementation will include:** **Pattern Analysis**: Teams will review office discipline referrals, incident types, and frequency by grade level, location, time of day, and student group to evaluate the effectiveness of current supports and adjust as needed. **Tier 1 Behavior Supports**: Second Step SEL lessons will reinforce self-regulation, conflict resolution, and empathy, and PAX will continue in designated classrooms to promote positive behavior and climate. **Data to Action:** Findings will inform behavior support plans, Tier 2 and Tier 3 interventions, and staff professional development on classroom management and de-escalation, shared with school leadership teams and aligned to the MTSS framework. **Student Impact**: Students will experience more consistent, proactive behavior support and fewer disruptions to learning, with needs addressed before they escalate. The district will monitor this	Office discipline and incident data systems. PAX training for all staff, including refreshers and new-teacher training. Second Step professional development. Behavior support planning tools aligned to MTSS. School counselors shifting into classroom-based roles to support SEL and problem-solving

	through reductions in discipline referrals and through behavior indicators reviewed in monthly data meetings.	
SEL-Focused Learning Walks	Building leadership teams will conduct quarterly SEL-focused learning walks to observe climate, relationships, and SEL integration, using a shared district tool. **Implementation will include:** **Common Look-Fors**: A district SEL walkthrough tool will guide consistent observation of student engagement, emotional safety, relationship-building, and culturally responsive practice. **Debrief and Trends:** Walks will be followed by debriefs that identify trends and promising practices and determine next steps, with findings shared with staff in a strengths-based way to build trust and shared ownership. **Continuous Improvement:** Walkthrough data will inform SEL coaching, professional development needs, and updates to SEL implementation plans, keeping SEL monitored and refined as a Tier 1 support. **Student Impact:** Students will benefit from classrooms where emotional safety and strong relationships are actively monitored and strengthened, not left to chance. The district will monitor this through the share of classrooms demonstrating SEL look-fors during walks and through student belonging measures.	District SEL walkthrough tool. Scheduled monthly learning walks with debrief time. Building leadership teams and SEL coaches to facilitate and follow up.

Student Voice & Belonging Initiatives	This strategy creates intentional opportunities for students to build positive connections with peers and adults through student voice, mentoring, and family partnership, merging the district's student voice and innovative programming work. **Implementation will include:** **Student Voice**: Each school will host student forums at least twice a year and administer belonging and safety surveys, using the results to inform SEL strategies and building-level action steps. **Peer Mentoring and MBK**: Schools will run peer mentoring models that pair older and younger students for academic and emotional support, and continue My Brother's Keeper Fellows and Ambassadors so students lead initiatives that elevate voice, mentorship, and equity. **Community Circles**: Community circles and peer-led discussions will give students regular, structured opportunities to share perspectives and strengthen relationships. **Building-Based Family and Community Advisory Teams**: Each school will form a team of families, community partners, and staff to co-create family engagement strategies tailored to that building's context. **Student Impact**: Students will have more meaningful connections with peers and adults and more say in their school experience, strengthening belonging and engagement. Family belonging perceptions were lowest at the secondary level (3.18) and at School #3 (3.46), and only 62.4% of intermediate students agreed that adults notice when they are having a hard time, all measures the district will work to improve.	Survey platform and staff time for student forums. Peer mentoring and MBK coordinators, training, and recognition; community circle and Circle Keeper training. Building-based family and community advisory structures with outreach materials;. Funding for school belonging events.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2065-27 school year.

Student Outcomes:

- Sustain at least a 10% increase in attendance rates over the prior year, with chronically absent students showing measurable improvement.
- Sustain at least a 10% reduction in discipline referrals over the prior year.
- Improve family belonging perceptions from the 2026 baselines, with focused gains at the secondary level (from 3.18) and School #3 (from 3.46).
- Improve the teacher whole-child "Every Child Thrives" domain from 3.54 district-wide, with focused gains at the secondary level (from 2.92).
- At least 60% of students report a sense of belonging and connection through forums and surveys.

Implementation:

- 90% of instructional staff and 100% of building and district administrators complete the district SEL training series.
- At least 75% of classrooms observed during SEL learning walks demonstrate three or more SEL look-fors.
- Attendance and Engagement Task Forces are active and data-driven in all buildings, with targeted plans for high-need students.
- Building-Based Family and Community Advisory Teams co-create family engagement plans aligned to community needs.
- Peer mentoring and MBK initiatives are established in all buildings, with documented student-led impact.

Qualitative Aspirations:

- Staff consistently embed SEL into academic instruction, evident in walkthrough reflections, lesson plans, and debriefs.
- Behavior data reviews lead to proactive adjustments, with needs addressed before they escalate.
- Students experience emotionally safe classrooms and stronger connections with peers and adults.
- Relationship-building is visible through student voice, mentoring, and family partnership in every building.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Attendance and Engagement Task Forces active in all buildings; SEL training underway	By October 2026	
Monthly behavior data reviews show declining disruptive incidents across 50% or more of classrooms	Quarterly (Oct, Jan, March, June)	
75% of staff complete at least two SEL trainings; staff report increased confidence embedding SEL	By January 2027	

Mid-year SEL survey shows at least a 7% positive change on key perception indicators	By January 2027	
Discipline referral data shows at least a 5% reduction from the prior year	By January 2027	
Chronically absent students show a 2 to 3% attendance increase	By January 2027	
At least one SEL learning walk completed at every school, with trends shared in admin PD	By January 2027	
Each building hosts at least one student forum with documented feedback informing SEL planning	By February 2027	
Family and Community Advisory Teams meet at least three times with documented action steps	By April 2027	
At least 75% of teachers report positive trends in student engagement and classroom climate	Spring 2027 survey	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2025-26?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above**? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2025-26?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School *(if applicable)*
Mark Frazier	Principal	Primary School #3
Kisun Peters	Principal	Primary School #4
Danielle Russell	Principal	Primary School #5
Angie Penhollow	Principal	Primary School #7
Kimberly Texter	Principal	Intermediate School
Stephanie Berghold	Assistant Principal	Intermediate School
Andrea Gunther	Principal	Secondary School
Corey Markham	Director of Secondary Education	
Adam Hernandez	Assistant Principal	Secondary School
Michele Dawley	Assistant Principal	Secondary School
Brian Swatland	Superintendent	

Rebecca Farwell	Executive Director of Academic Programs and Data	
Corinna Hooge	Director of Special Programs and Grants	
Michele Heenan	CIO and DDC	
Jennifer Sobilo	Director of Special Education	
Chanceton Puinno	Assistant Director of Special Education	
Leah Leuthauser	CSE/CPSE Coordinator	
Laura Munson	Primary Teacher	Elementary School #3
Denise Sievert	Primary Teacher	Elementary School #3
Marianne Borzilleri	Primary Teacher	Elementary School #3
Deb Wisnewski	Primary Teacher	Elementary School #3
Amanda Kulig	Primary Teacher	Elementary School #3
Jessica Houghtaling	TOSA	All Primary Buildings
Kristina Damon	Primary Teacher	
Joshua Arocho	Parent	
Stafanie Arocho	Parent	
Chelsea Ganey	Parent	
Jennifer Michalek	Parent	
Chandra Davis	Parent	

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
November 4, 2025	Dunkirk CSD Central Office
January 6, 2026	Dunkirk CSD Central Office
March 3, 2026	Dunkirk CSD Central Office
June 2, 2026	Dunkirk CSD Central Office

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers at School #3 contributed to the DCIP through the March 2026 NYSED Needs Assessment Teacher Survey, in which 15 School #3 teachers responded across the domains of teacher learning, curriculum and instruction, whole-child support, and attendance. Their results were analyzed at the building and district level and directly informed Priority 1, where teachers identified the connection between professional development, coaching, and their instructional priorities as a priority area for growth. School #3 teachers also participated in Envision, Analyze, and Listen activities and in SCEP planning for the building, where they emphasized that the district plan should share components of the School #3 building plan. This input shaped the district's

	focus on responsive curriculum implementation, job-embedded coaching, and foundational literacy at the primary level.
Parents with children from each identified subgroup	Families of students at School #3 contributed to the DCIP through the March 2026 NYSED Needs Assessment Family and Caregiver Survey, in which 14 School #3 families responded across curriculum and learning, student support and belonging, and attendance. Their results were reviewed at the building and district level and informed the district's priorities, particularly in the areas of student support and belonging and attendance, where School #3 families rated both as areas for growth. Family feedback reinforced the district's focus on early identification of student needs, strengthened home-school communication, and proactive attendance and engagement support reflected across Priorities 2 and 3.
Secondary Schools: Students from each identified subgroup	N/A

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X The District Comprehensive Improvement Plan (DCIP) 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

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

4. X The DCIP will be posted on the district's website and easily accessible when navigating the website.
5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 1, 2026, the following documents:

1. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).