

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010004
School Name:	Genesee Elementary

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

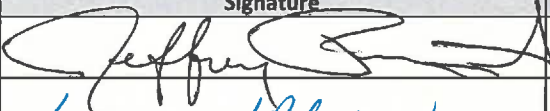

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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Jeffery Pirozzolo	7/30/18
President, B.O.E. / Chancellor or Chancellor's Designee		Kathleen Rhodes	7/30/18

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

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

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

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support

- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

This year, GES saw a marked improvement in family and community engagement. Events sponsored by our GPTP (Genesee Parent-Teacher Partnership) as well as those presented by the school were heavily attended, as evidenced by sign in sheets and survey data. The GPTP also reported an increase in attendance at monthly meetings, and an influx of positive and encouraging remarks on social media (Facebook, Twitter, etc.) Student social-emotional well-being was also impacted with a more fidelous use of PBIS language as evidenced by the TFI and walk-through data by BOCES Behavioral Specialist. This increase in staff/family participation and use of common PBIS language led to GES's shift to Tier II in the PBIS continuum. Schooltool Infraction Summary shows an overall decrease in both minor and major behaviors.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Mid-course corrections were mostly made to data meetings and RtI protocols in Tenet 2. As the year unfolded, it became evident that time on task would suffer given the parameters of the 2017-2018 plan. As a result, teams met to determine flexible times to discuss student data and progress, and developed RTI protocols to keep meetings focused and aligned with desired outcomes. Faculty and building leaders will reconvene prior to the end of the first quarter (2018-2019) to reexamine schedules and protocols in order to sustain progress made in team efficacy during the 2017-2018 school year. Due to the district plan to review the Next Generation Standards, the cross walk was tweaked to... (add quarterly report information)

In developing the CURRENT YEAR'S plan:

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

Genesee Elementary School will work to establish reciprocal communication for all stakeholders, unpack Next Generation Standards, identify and explicitly teach independent work and collaborative skills, streamline character development/PBIS and No Excuses University, and shift family engagement opportunities to increase participation.

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

Genesee Elementary students need to show an increase in students' ELA and Math achievement, especially Economically Disadvantaged sub group.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Every student at Genesee Elementary School will meet or exceed state standards in reading, language arts and mathematics. As a staff, we commit to this goal by providing exceptional instruction and support. Our school exists to educate our students to reach their full potential, become self-sufficient, and make their community a better place.

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

Overall, fewer students will score in the Intensive and Urgent Levels of DIBELS and STAR. In grades K-3, there will be a 5% decrease of students scoring Intense on the DIBELS Benchmark Assessment. In grades 3-6, there will be a 10% decrease of students scoring in the Urgent intervention level for STAR reading. For math, 5% fewer students will score in the Urgent Intervention category on the STAR benchmark assessments. (Previous data: 17-18 average decrease in STAR Reading was 7%. 17-18 decrease in STAR Math was 3.3%. 17-18 decrease in DIBELS was 3%)

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

Monthly Faculty meetings to provide professional development in unpacking Next Generation Standards, trauma sensitive teaching, explicit instruction of independent and collaborative work skills. Bi-Monthly grade level meetings and district curriculum council meetings to regularly working Next Generation Standards. Quarterly DIT meetings to analyze student data. Monthly GPTP meetings to increase and enhance family partnerships and engagement. The initial onset of bi-monthly Genesee Family Engagement Committee Meetings and monthly Faculty Advisory Council Team. Additionally, students progress will be monitored through weekly student support meetings (SW, Psych, Principal, AP), RTI meetings, SCEP Planning, and PBIS meetings.

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

A major barrier identified concerns a limited, but highly invested, group of professionals with connections to No Excuses University (despite the lack of alignment to current school culture, climate and needs.) Efforts to rebrand may reveal some opposition to change. Status as an economically disadvantaged school brings issues of family engagement and support, and often negative perceptions of school and culture. Another barrier to accomplishing goals is the lack of substitutes for teacher coverage for meetings (fiscal barrier and availability barrier.) Other barriers include time, teacher buy-in to initiatives, and student management. These barriers will be addressed through open-forum meetings, transparency in decision making, and consistent/clear communication to address specific concerns regarding change and goal-setting.

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

Professional development opportunities have been planned in an effort to support teachers with the roll out of NYSED's newest curriculum standards in Math, ELA, Science and Technology. (i.e., continued support for Eureka, training on Promethean Boards and on-going training for tech support, and Next Generation standards.) Furthermore, specific school needs in the social-emotional realm will be addressed with supports for trauma sensitive classroom teaching in conjunction with NYSED Health curriculum. These opportunities will be provided by AECSD's Math coach, new Director of Curriculum and PD, OCM BOCES PBIS Coach (Jackie Beck), Asst. Superintendent for C&I, and other qualified AECSD faculty/staff per area of expertise. Additional PD will be provided during faculty meetings on the utilization of the BIC (Behavioral Intervention Center), and state supported training for trauma sensitive training for teachers (e.g., Prevent Child Abuse NY.)

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

Social media (Facebook, Twitter, etc.) Family-teacher-school reciprocal communication via DOJO/Remind. Monthly newsletters sent home for general announcements and updates on school/district initiatives. Robo-calls made for school-wide events. Family engagement events led by staff, parent organization, and/or students.

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

District/school website, faculty meeting review, curriculum council, grade level meetings, department meetings, parent organization meetings

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions		Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:		March 20-23, 2018
B2. DTSDE Review Type:		District Led School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on teacher interviews, DTSDE team recommends to create a faculty advisory team to include at a minimum a primary, intermediate, special area and student services representative to meet with school leadership monthly for reciprocal communication of concerns, suggestions and progress.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of teachers, staff and admin will reciprocally communicate utilizing a monthly Building Leadership Team (BLT) platform to express concerns, offer suggestions and be updated with building progress as evidenced by meeting agenda for monthly BLT, faculty meetings, grade level meetings, and participation of google classroom activities.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Meeting agendas for monthly BLT meetings, BLT representatives attendance, faculty meeting agendas, grade level meeting agendas/minutes, documents and participation rates on google classroom activities
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 15, 2018	Oct 1, 2018	Activity: Email staff to recruit BLT representatives Person responsible: Principal Who will participate: Representatives from primary, intermediate, special areas, and student support services within GES How often: One email with teacher email responses Impact/Evidence: Team will submit timesheets, email

August 1, 2018	August 30, 2018	<p>Activity: Create a schedule of meetings in shared Google calendar</p> <p>Person responsible: Principal</p> <p>Activity: Create a schedule of meetings in shared Google calendar</p> <p>Person responsible: Principal</p> <p>Who will participate: BLT</p> <p>How often: Once to develop meeting schedule</p> <p>Impact/Evidence: Google Calendar</p>
August 1, 2018	August 30, 2018	<p>Activity: Create and implement agenda/minutes template for the meetings</p> <p>Person responsible: Principal</p> <p>Who will participate: BLT</p> <p>How often: Once, ongoing</p> <p>Impact/Evidence: Completed template</p>
October 1, 2018	November 1, 2018	<p>Activity: Develop and implement a collaborative system for gathering concerns, building issues, and needs to be addressed (i.e. jar, email, secretary, Google doc, Google form)</p> <p>Person responsible: Principal</p> <p>Who will participate: BLT</p> <p>How often: Once, ongoing</p> <p>Impact/Evidence: Teacher Survey Data, monthly meeting agendas</p>
October 1, 2018	November 1, 2018	<p>Activity: Develop and Implement a System or plan for communicating outcomes of meetings (follow-up emails, grade level rep share out, teacher rep share-out at GPTP, faculty meetings, etc.)</p> <p>Person responsible: BLT Secretary</p> <p>Who will participate: BLT</p> <p>How often: Once, ongoing</p> <p>Impact/Evidence: BLT Minutes</p>
September 1, 2018	January 31, 2019	<p>Activity: Create and Implement a data collection system for success (teacher survey)</p> <p>Person responsible: Principal</p> <p>Who will participate: BLT, all GES staff</p> <p>How often: Mid-year, end of year</p> <p>Impact/Evidence: Teacher Survey Data</p>
May 1, 2019	June 30, 2019	<p>Activity: Develop and utilize an end of year self-reflection/evaluation tool to analyze data (review teacher survey data)</p> <p>Person responsible: BLT secretary</p> <p>Who will participate: BLT</p> <p>How often: Mid-year, end of year</p> <p>Impact/Evidence: BLT self-reflection, teacher survey</p>

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		March 20-23, 2018
B2. DTSDE Review Type:		District School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Due to the roll out of the Next Generation Standards, the School Review team suggests using a standards unpacking strategy, breakdown and identify commonalities between the practices in the NYS Next Generation Standards for ELA, math, science, social studies, the arts, and music for each grade level.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of classroom teachers will be familiar with, be able to access the standards, and be able to identify commonalities between NYS Next Generation Standards for ELA, math, science, social studies, the arts, and music for their own grade level as evidenced by grade level comparison charts, district professional development on NYS Next Generation Standards and grade level DIT meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Attendance at PD, Attendance at DIT meetings, Grade level comparison charts
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 1, 2018	September 30, 2018	Activity: Create a 18-19 timeline for PD, faculty meetings, and grade level meetings to complete the unpacking Person responsible: Building Admin Who will participate: Bldg Admin, Director of Curriculum and PD, SCEP How often: Once Impact/Evidence: Timeline, meeting minutes
September 5, 2018	October 15, 2018	Activity: Review the NYS Next Generation Learning Standards Implementation Road Map at Faculty Meeting, Timeline will shared Person responsible: Director of Curriculum and PD Who will participate: All Staff How often: Once Impact/Evidence: Meeting minutes, agenda

September 5, 2018	October 30, 2018	<p>Activity: Create an exploratory activity (scavenger hunt) for staff to use at faculty meeting.</p> <p>Person responsible: Building Admin</p> <p>Who will participate: Building Admin, Director of Curriculum and PD</p> <p>How often: Once</p> <p>Impact/Evidence: Activity description, Faculty Meeting agenda</p>
November 1, 2018	December 31, 2018	<p>Activity: Using Google Classroom, teachers will complete an exploratory activity to complete a first read of each of the subject area standards.</p> <p>Person responsible: All Teachers</p> <p>Who will participate: All Teachers</p> <p>How often: 5x over the course of the school year during staff development days or faculty meetings (PD Day: Oct 19, March 15)</p> <p>Impact/Evidence: Completed exploratory activity, Google classroom attendance</p>
November 2, 2018	January 30, 2019	<p>Activity: Create a template to compare standards.</p> <p>Person responsible: Principal</p> <p>Who will participate: DIT Leaders</p> <p>How often: Once</p> <p>Impact/Evidence: Chart for teachers to compare standards</p>
February 1, 2019	June 30, 2019	<p>Activity: Grade level Team Meetings (or available times during DIT meetings) will address NYS Standards and work to identify commonalities</p> <p>Person responsible: DIT Leaders</p> <p>Who will participate: Classroom teachers</p> <p>How often: 3 times (Grade Level Meetings)</p> <p>Impact/Evidence: DIT Meeting Agendas, minutes</p>

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:		March 20-23, 2018
B2. DTSDE Review Type:		District School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on walk through data, teacher data, and student data Genesee Elementary School (GES) should outline the specific and universal skills needed for students to work both independently (ie. stamina, peer support, maintaining and redirecting focus) and collaboratively (ie. voice, time management), as well as places within the existing schedule where explicit instruction of these skills can be embedded.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of students will be able to utilize building wide norms and expectations as evidenced by walk through data, student survey data, teacher survey data, decrease in schooltool infraction referrals specifically in disruptive behavior and work refusal and decrease in minor data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Walkthrough data, checklist/template, lesson plans, student feedback/survey data
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 5-6, 2018	August 5-6, 2018	Activity: Identify target areas, building wide, to be developed (collaborative work and independent work skills) Person responsible: PBIS Coach Who will participate: PBIS Team How often: Once Impact/Evidence: Meeting minutes

August 5-6, 2018	August 5-6, 2018	Activity: Share the target skills with the teachers Person responsible: PBIS Coach Who will participate: PBIS team How often: Once Impact/Evidence: Lesson Plan Template
September 5, 2018	October 31, 2018	Activity: Teachers identify opportunities in the day to explicitly teach targeted skills (Grade level meetings) Person responsible: Building Admin Who will participate: All teachers How often: Once Impact/Evidence: walk through data, meeting minutes
September 5, 2018	June 30, 2019	Activity: Teacher include explicit instruction on those skills throughout the day Person responsible: Teacher Who will participate: Classroom teachers How often: Ongoing Impact/Evidence: walk through data, lesson plans, decrease in student referral data in the sub-category--work refusal
August 1, 2018	August 31, 2018	Activity: Create a template to be used during walkthroughs Person responsible: Building Admin Who will participate: Building Admin How often: Beginning of year and ongoing Impact/Evidence: Walk through schedule, template, completed walk through data
September 5, 2018	June 30, 2019	Activity: Conduct walkthroughs and record data Person responsible: Principal Who will participate: Building Admin How often: walk throughs- 5 times per year Impact/Evidence: Walk through schedule, template, completed walk through data
August 1, 2018	August 31, 2018	Activity: Create a spreadsheet to report walk through data Person responsible: Building Admin Who will participate: Building Admin How often: once Impact/Evidence: spreadsheet on google classroom
September 5, 2018	June 30, 2019	Activity: Report data from walk throughs (google classroom) Person responsible: Building Admin Who will participate: Building Admin will deliver to all staff How often: After each walk through- 5 times per year Impact/Evidence: Meeting agendas and minutes
September 5, 2018	June 30, 2019	Activity: Teachers adjust instruction based on walk through data Person responsible: teachers Who will participate: teachers How often: on-going Impact/Evidence: walk through data

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:		March 20-23, 2018
B2. DTSDE Review Type:		District School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on family interview data, survey data, and student DIBELS and START data, DTSDE recommends that GES develop a plan with action steps, timelines, and parties involved for reviewing existing programs and initiatives around social-emotional well-being, character education, bullying and No Excuses University for degree of alignment of PBIS, the school's vision and goals, and staff and community time and buy-in, etc. in order to prioritize.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of all students, faculty, and families will use common language specific to the School's vision and goals after a review of existing programs and initiatives around social/emotional well-being. Specifically, No Excuses University and PBIS tenets will be examined to align with goals as evidenced by the creation of a consistent, prioritized program designed to best meet the needs of GES students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Considering GES is now a Tier II school in the PBIS framework, we would be specifically looking for acceptable scores on the TFI in categories pertaining to social-emotional well-being like, behavioral intervention support, instructional time for skill development, additional structure/predictability, and opportunities for feedback. Other indicators to be used: Student Discipline Referrals and Minor Behavior Data.
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 6, 2018	August 6, 2018	Activity: Convene PBIS Coaches, grade level leaders and Admin to select a subgroup to examine current tenets of PBIS and NEU Person responsible: Admin Who will participate: PBIS Coaches, grade level leaders and Admin How often: Once Impact/Evidence: Sub-group created
August 7, 2018	November 31, 2018	Activity: Examine and align tenets of PBIS and NEU with current culture, climate and school needs. Person responsible: Sub-group Who will participate: Sub-group How often: Monthly until established Impact/Evidence: Draft of aligned tenets

December 1, 2018	December 31, 2018	Activity: Convene entire staff to present findings and draft of prioritized program Person responsible: Principal Who will participate: Entire staff How often: Once Impact/Evidence: Staff sign-in sheet and participation
December 1, 2018	December 31, 2018	Activity: Develop staff survey using Google forms Person responsible: PBIS sub-group and admin Who will participate: PBIS sub-group and admin How often: Once Impact/Evidence: Staff survey
January 1, 2019	January 30, 2019	Activity: Administer survey via Google forms Person responsible: Admin Who will participate: Entire staff How often: Once Impact/Evidence: 100% staff completion of survey
January 1, 2019	January 30, 2019	Activity: Collection of survey data Person responsible: Admin Who will participate: Admin How often: Once Impact/Evidence: Collected survey data and ideas for revisions
February 1, 2019	February 28, 2019	Activity: Revise prioritized program based on staff feedback from survey data Person responsible: PBIS sub-group and admin Who will participate: PBIS sub-group and admin How often: Once Impact/Evidence: Revised prioritized program
March 1, 2019	March 30, 2019	Activity: Presentation of revised prioritized program to staff Person responsible: Admin Who will participate: Entire staff How often: Once Impact/Evidence: Staff sign-in sheet and participation
March 1, 2019	March 31, 2019 (Book and Breakfast)	Activity: Contact families via social media, robocalls, letter home and family-teacher interactions Person responsible: Admin and staff Who will participate: Admin and staff How often: One month (March) Impact/Evidence: Copy of letter to families and social media posts
April 1, 2019	June 30, 2019	Activity: Staff implementation of new prioritized program Person responsible: Entire staff Who will participate: Entire staff How often: Ongoing Impact/Evidence: Schooltool discipline referrals and minor behavior data in Google Docs; use of common language identified within the prioritized program

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:		March 20-23, 2018
B2. DTSDE Review Type:		District School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on family interviews, family surveys, teacher surveys and student DIBELS and STAR data, DTSDE school review team recommends the development of a plan including calendar, data collection, and communication steps, for realigning the Parent University model to incorporate practice and play opportunities for families and children and for students to display and explain their learning.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of families and community members will be provided opportunities to participate in at least five school events designed to empower families to support their children academically, socially, and emotionally through practice and play as evidenced parent sign in sheets, building calendar of events, and minutes from Genesee Families Team.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student growth percentile STAR and DIBELS, parent sign-in sheets at school-wide events, parent participation in District/School surveys
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 4, 2018	September 30, 2018	Activity: Develop a Genesee Families Team Person responsible: Admin Who will participate: Staff How often: Once Impact/Evidence: Genesee Families Team List
September 2018	September 2018	Activity: Create a schedule of meetings in shared Google calendar Person responsible: Genesee Families Team/Admin Who will participate: Genesee Families Team/Admin How often: Once to develop meeting schedule Impact/Evidence: Google Calendar

September 2018	September 2018	Activity: Add parent invitation to Principal's beginning of the school-year welcome letter Person responsible: Admin Who will participate: Admin How often: Once Impact/Evidence: Welcome letter
September 2018	October 2018	Activity: Gather/Review parent interest volunteer forms Person responsible: Genesee Families Team and Admin Who will participate: Genesee Families Team and Admin How often: Once Impact/Evidence: List of parent volunteers for Genesee Families Team
October 2018	October 1, 2018	Activity: Choose and Contact Parent Volunteers to join Genesee Families Team Person responsible: Genesee Families Team and Admin Who will participate: Genesee Families Team and Admin How often: Once Impact/Evidence: Completed list for parent members of Genesee Families Team
October 2018	June 30, 2019	Activity: Market Genesee Families brand through social media and other forms of parent contact Person responsible: Librarian Media Specialist/Admin Who will participate: Librarian Media Specialist/Admin How often: Ongoing Impact/Evidence: Brand shared across various media outlets
November 2018	November 2018	Activity: Convene first Genesee Families meeting including Parent Members Person responsible: Genesee Families Team/Parent Members Who will participate: Genesee Families Team/Parent Members How often: Monthly Impact/Evidence: Team/Parent member sign-in sheet
November 2018	June 30, 2019	Activity: Develop, Plan and Schedule school-wide events/activities (5 per year) Person responsible: Genesee Families Team/Parent Members Who will participate: Genesee Families Team/Parent Members How often: Ongoing Impact/Evidence: Events/activities designed and dates set
November 2018	June 30, 2019	Activity: Promote Events via Social Media, Robocall, Letters to Parents/Students, Teacher/Parent/Student Contact Person responsible: Librarian Media Specialist/Admin Who will participate: Librarian Media Specialist/Admin How often: As scheduled throughout the year Impact/Evidence: Letters and social media pages
December 2018	June 30, 2019	Activity: Host Events/Activities Person responsible: Genesee Families Team, Parent Members, Staff, and Admin Who will participate: Genesee Families Team, Parent Members, Staff, Admin and Students How often: As planned Impact/Evidence: Attendance at Events/Activities
December 2018	June 30, 2019	Activity: Solicit feedback via surveys at events Person responsible: Genesee Families Team/Parent Members Who will participate: Genesee Families Team/Parent Members/Parents How often: Ongoing Impact/Evidence: Survey Results