

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

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

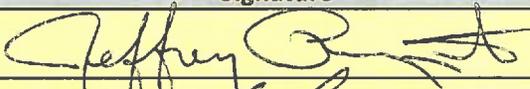
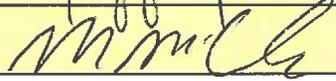
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Website for Published			

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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mr. Jeffrey Pirozzolo	7/25/17
President, B.O.E. / Chancellor or Chancellor's		Mr. Michael McCole	7/25/17

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
X	Tenet 4: Teacher Practices and Decisions
X	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).

Significant positive impacts for 2016-17 are changes in adult behaviors resulting in proactive and positive approaches with students. The result has been a decrease in discipline referrals and more students engaged in their learning.

- 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.

We changed our need statement in tenet 3 to say that we needed to develop a tool to help teachers assess the alignment of their curriculum to the CCLs for math and ELA. Current impact is that we're referencing the standards at team meetings, pre and post conferences (teacher evaluation conferences). We know that we first need to be comfortable with using the standards regularly to monitor and inform our instructional decisions before we develop and use a tool to assess our alignment. Moving forward the 2017-18 school year the administrative team will develop and share a tool to help monitor and assess alignment to the CCLs for math and ela.

In developing the **CURRENT YEAR'S plan**:

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

1. Use online assessment tools, STAR and DIBELS, to monitor students' proficiency in math and ela. 2. Develop a tool to assess math and ELA to the alignment of the CCLS. 3. Using the data to inform and make instructional decisions. 4. Identify and implement proactive strategies to support positive interactions and behaviors for all students to reduce discipline referrals. 5. Formulate a plan to increase family and community engagement to improve the social and emotional and academic growth.

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

1. Continue to learn how to cultivate the data from STAR and DIBELS to monitor and inform instructional decisions. 2. Develop and share a tool to assess alignment to the CCLS for math and ela. 3. Reteach/Review proactive strategies to help reduce behaviors and increase student engagement. 4. Formulate a plan to increase levels of parent engagement.

- 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.

Guiding principles of our school include providing a predictable, respectful and inclusive environment that promotes life-long learning, cooperation and compassion. Every student at Genesee Elementary will experience growth in reading, ela and math. Our mission and our needs sync in that we are working on using data to monitor students' growth in math and ela, then using the data to make informed instructional decisions. We are continuing to improve our proactive approaches to help create a respectful and predictable environment for students. Life-long learning is marriage between home and school, students need to see and feel that their families value education; therefore we're working to ensure that we have ample opportunities to engage parents in their child's education/school.

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

Academic improvement in reading, math and ela for ALL students.

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

Monthly faculty meetings that include professional development in two key areas: Building bridges with students through positive approaches and interactions, as well as best instructional practices. Monthly RTI meetings for behavior and academics, Monthly grade level meetings, Bi-monthly DIT meetings.

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

Barriers may include having a new building principal that hasn't been part of the work and doesn't have a clear understanding of the pathway moving forward. To address that I am going to do everything within my power to ensure that the new principal has the best understanding possible by going through each tenet with him/her before my departure.

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

Professional development opportunities will include continued support from the math coach at our bi-monthly meetings. The new administrator will provide support with proactive student approaches at monthly faculty meetings. There too will be ongoing professional development throughout the 17-18 school year for k-2 teachers to help with their implementation of the math modules from Eureka Math.

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

School leaders will use common language as determined by PBIS team. Common language and expectations are in place for all common areas: hallway, bathroom, auditorium, cafeteria, playground. PRIDE language will continue to be used throughout the day in all settings. Pride is two-fold at Genesee: We take Personal Responsibility In our Daily Events, and we do so by engaging in Productive Struggle, by being Responsible, In-Control, Dedicated and Empathetic.

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

The district website as well as Genesee's website.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	374	% Title I Population	100	% Attendance Rate	95
% of Students Eligible for Free Lunch	80	% of Students Eligible for Reduced-Price	2	% of Limited English Proficient Students	0	% of Students with Disabilities	18

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	9	% Hispanic or Latino	7	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	63	% Multi-Racial	20

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	0.5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	13	Average # of Teacher Absences	4.1

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	24/183	Math Performance at Level 3 and Level 4	50/176	Science Performance at Level 3 and Level 4	40/47	Four-Year Graduation Rate (HS Only)	n/a
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)	n/a
Persistently Failing School (per Education Law 211-f)	n/a	Failing School (per Education Law 211-f)	n/a				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

The school implemented Extended Learning time at all grade levels in order to address specific students' needs based on data reviewed during Data Inquiry meetings.

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

The school implemented STAR Reading and STAR Math in 2016-17 school year. Students are grouped based on data from STAR Reading, Star Math, and DIBELS Next. The data is

3. How will the school continue to monitor and make adjustments to implementation?

The school will analyze the STAR Reading, STAR Math, and DIBELS Next data three times during the 2017-18 school year to dynamically adjust groups of students.

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:		May 2017
B2. DTSDE Review Type:		School review with district oversight
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		The school needs to develop a plan for teachers to meet bi-monthly to examine math and ELA data in order to make instructional decisions and increase student proficiency in those areas. Genesee Elementary School has determined this need as evidenced by 24% of students showing proficiency in ELA, and 30% in mathematics.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, teachers will have regularly examined math and ELA data throughout the school year in order to inform instructional decisions and increase student achievement, as evidenced by 100% of teachers scoring effective or highly effective on corresponding APPR rubric indicators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		NYSUT rubric, observation forms, minutes from Data Inquiry Team (DIT) meetings, team generated Extended Learning Time (ELT) learning 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 1, 2017	October 1, 2017	Activity: Formulate a calendar for DIT meetings, set an agenda to include time to examine STAR and DIBEL data, and create a template to monitor flexible learning groups and interventions being used. Person(s) Responsible: Grade level DIT teacher leaders Person(s) Responsible: Building Principal How Often: Every other month Impact: Teachers will meet to examine and formulate instructional plans for all students
September 1, 2017	June 30, 2017	Activity: Conduct Regular Grade level DIT Meetings following established agenda to regularly review student ELA and Math Data (DIBELS, STAR) to adjust instruction based on data. DIT meetings will be a format for teachers to share intervention ideas. Person(s) Responsible: Grade level DIT teacher leaders Person(s) Responsible: Building Principal How Often: Every other month Impact: Teachers will meet to examine and formulate instructional plans for all students

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
B1. Most Recent DTSDE Review Date:	May 2017
B2. DTSDE Review Type:	School review with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Genesee Elementary School needs to develop a plan to address the gaps in student success on NYS ELA and Math exams based on disaggregated data and item analysis of questions. Genesee has determined this as a need due to only 24% of students showing proficiency in ELA, and 30% in mathematics.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, all teachers will systematically crosswalk their ELA and math curricula to the CCLS (Next Generation Standards) in order to assess rigor and alignment, as evidenced by an increase in number of students demonstrating proficiency on the ELA and math assessments of 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile, performance data on NYS ELA and Math Assessments

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own
August 2017	October 2017	Activity: Implement NYS modules in ELA (3-5) and Mathematics (K-4) Person(s) Responsible: All teachers (general, special education and AIS) How Often: Daily Impact: Teachers will determine if their curricula provides opportunities for students to develop necessary skills relative to CCLS.
October	June	Activity: Crosswalking ELA standards and SuperKids (K-2); Math standards and Glencoe(6); ELA standards and Springboard (6) Person(s) Responsible: Building administrator and grade level teachers (K-2) Who will Participate: same as above How Often: Once every other month during building grade level meetings, and DIT meetings Impact: Teachers will better understand the expectations of CCLS for ELA, and make informed and critical decisions about the resources being used.

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
B1. Most Recent DTSDE Review Date:	May 2017
B2. DTSDE Review Type:	School review with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	By June 30, 2018, teachers will have met five times throughout the year to examine student assessment data (STAR, DIBELS, etc.) in order to create instructional groups that target the needs of all students in order that all students achieve academic growth in math and ELA. Genesee has determined this as a need due to only 24% of students showing proficiency in ELA, and 30% in mathematics.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2018, 85 % of students will show 15% academic growth in ELA and mathematics according to STAR and DIBELS data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile, minutes spent in Extended Learning Time. * Note: ELT time at Genesee is intended to be 60 minutes per day of additional instruction in both math (30 min) and ELA (30 min).

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept. 2017	Sept. 2017	Activity: Review STAR and DIBEL Data Person(s) Responsible: Grade level facilitators, building administrator Who will Participate: Grade level facilitator, building administrator and math coach How Often: One time officially Impact: Grade level facilitators and building principal will have knowlege as to how to extract meaningful data points from STAR and DIBELS that they will then model and share with other grade level teachers during bi-monthly DIT meetings.
Oct, Dec. Feb. April, June	Oct., Dec., Feb., April, June	Activity: DIT meetings Person(s) Responsible: Grade level facilitator and building principal Who will Participate: Grade level teachers and building principal How Often: Every other month Impact: Teachers will spend time as a grade level team looking at all students to determine areas of strengths and challenges then formulate flexible groups to address necessary skills, high and low.

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:	May 2017
B2. DTSDE Review Type:	School review with district oversight

<u>C1. Needs Statement:</u> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Genesee Elementary School needs to use common and consistent language (specific to PRIDE and building expectations) across all settings according to needs identified on the Tiered Fidelity Inventory (TFI) assessment.
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<u>D1. SMART Goal:</u> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, all students, faculty, parents and guardians will use common language specific to PRIDE to ensure expectations are consistent across all settings.
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<u>D2. Leading Indicator(s):</u> Identify the specific indicators that will be used to monitor progress toward the goal.	SMART goal completion as evidenced by an increased percentage of fidelous use of PBIS according to the TFI.
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<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan:</u> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 2017	August 2017	Activity: PBIS Summer Work Person(s) Responsible: PBIS Team Who will Participate: PBIS Team How Often: Summer Work Impact: Team will formulate a building plan and timeline to solidify common language and expectations
September 2017	Revisit throughout the year as needed	Activity: Classroom teachers will share what PRIDE looks like in their classroom as well as teach expectations for common areas: cafeteria, auditorium, hallway, playground, bathroom and bus Person(s) Responsible: Grade level teachers Who will Participate: All grade level teachers How Often: In September and as needed throughout the year Impact: All students and faculty will have common language and expectations to serve

September 2017	June 2017	<p>Activity: PAWS for PRIDE</p> <p>Person(s) Responsible: PBIS team and all faculty members</p> <p>Who will Participate: All faculty members</p> <p>How Often: Faculty members will give visual reinforcement (PAWS) to students exemplifying a pillar or pillars of PRIDE (Productive struggle, Responsibility, In control, Determination, Empathy).</p> <p>Impact: Students and faculty members will have the opportunity to participate in special activities by 'cashing' in their PAWS tickets.</p>
September 2017	June 2017	<p>The PBIS Team, in conjunction with Jackie Beck (BOCES PBIS Coordinator) will meet and present monthly on strategies to staff and work on increasing fidelouos use of systems in place.</p>

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:		May 2017
B2. DTSDE Review Type:		School review with district oversight
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Genesee Elementary School needs to develop a plan to increase family and community engagement to improve social, emotional and academic growth. Genesee has determined this as a need due to only 24% of students showing proficiency in ELA, and 30% in mathematics.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, families and community members will have opportunities to participate in several school events designed to empower families to support their children academically, socially and/emotionally, as evidenced by an increase in family participation in family events, survey data and increase in students' academic achievement on STARS and DIBELS data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student growth percentile STAR and DIBELS, family engagement night sign-in sheets, 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. <u>Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
Sept.	June	with families via Facebook, Twitter, Robo calls, and flyers home Person(s) Responsible: Shared Leadership Team Who will Participate: Teachers and parents How Often: Minimum of five events throughout the year