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

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Stacey Cummings	Principal of Genesee Elementary	Principal
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Website for Published Plan	http://genesee.auburn.cnyric.org/		

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

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

Signatures 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	9/13/16
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Michael McCole	9-13-16
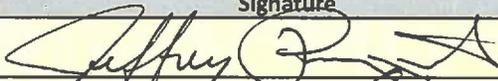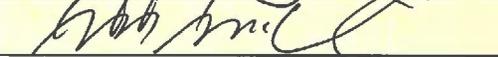
Statement of Assurances

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

| X | 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. Note: For schools identified as Pers |

| X | 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. |

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

| X | 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. |

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

| X | 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. |

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
July 1, 2016	Genesee Library		
April 21st, 2016	Genesee Library		
May, 16th	Genesee Library		
May 31st,	Genesee Library		

Name	Title / Organization	Signature
Susan Terry	Kindergarten at Genesee	
Ayssa Wiedor	Kindergarten teacher at Genesee	
Missy Tabone	First grade teacher at Genesee	
Jennifer Hares	Second grade teacher at Genesee	
Tina DeJohn	Third grade teacher at Genesee	
Rebecca DiGiacomo	Third grade teacher at Genesee	
Cinda Gilmore	Fourth grade teacher at Genesee	
Holly Dietsche	Fifth grrade teacher at Genesee	
Charlie Zambito	Sixth grade teacher at Genesee	
Anne Mlod	Librarian	
Dale Rescott	Math AIS teacher	
Jen Poole	Social Worker	
Kimberly Ryan	Parent	

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	381	% Title I Population	100%	% Attendance Rate	96
% of Students Eligible for Free Lunch	80	% of Students Eligible for Reduced-Price	5	% 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	7	% Hispanic or Latino	7	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	66	% Multi-Racial	19

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2
% 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	17	Average # of Teacher Absences	7

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	7%	Math Performance at Level 3 and Level 4	23%	Science Performance at Level 3 and Level 4	84%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	

School Information Sheet

Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)		

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

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.)
x	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.)
x	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.)
x	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.)
x	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.)
x	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
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> 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).

Teachers know how to DIBEL their own students and how to analyze the data; Instructional practices and groups have changed as a result.

• 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.

In response to data, mid-course corrections included teachers at various grade levels creating more flexible grouping opportunities in order to maximize human resources in conjunction with students' varying needs. The current impact of last years adjustment has led to all grade levels having extended learning time for both math and ela at the same time each day. The intention is to create flexible groups to provide learning opportunities for all students. Groups will change as needed as a result of both formative and summative data.

In developing the <u>CURRENT YEAR'S</u> plan:

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

Current initiatives include: Creating systems that empower teachers to know priority/major learning indicators. Teachers will assess their current math resources to the expectations and rigor of the CCLS. Teachers will engage students in grade appropriate writing activities that include the language standards. Teachers will be using data to inform their instruction: STAR, DIBELS, formative and summative to make appropriate instructional decisions. The whole school community will learn proactive strategies to help them build classroom community, establish classroom expectations, and to effectively handle difficult behavior situations. Genesee will create additional opportunities to engage and empower parents and guardians to be partners in their child's education.

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

Based upon the school led review we're working to betterment in the area of differentiation, more specifically differentiating our product expectations. We're also focused upon improving our use of formative assessments, we're great at using them, but not so great at using them to make instructional decisions.

• 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.

Our Mission Statement for Genesee Elementary: "Our school exists to empower students to reach their fullest potential. We the school and community of No Excuses University at Genesee proudly commit to working together to provide a predictable, respectful and inclusive environment that promotes life-long learning, cooperation and compassion. Every student at Genesee Elementary will experience growth in Reading, English Language Arts and Math. As a staff, we commit to this goal by providing exceptional instruction and support. The relationship between our mission and our SCEP goals are inextricable, our plan is designed to put systems in place to help make our mission a reality. We are working to better understand the expectations and rigor of CCLS in order to help all students reach their fullest potential. We are putting systems in place, computer based DIBELS and STAR as well as district created common assessments in order that we can create differentiated learning plans to help all students improve in all academic areas. We are working to enhance our "proactive toolbox" to help provide all students with a predictable, respectful and inclusive environment that promotes life-long learning, cooperation and compassion.

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

The students academic achievement targets for all students is an improvement in reading, writing and math as indicated by gains on DIBELS, Star, and various writing pieces.

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

School structures that will help support our goals: This year each grade level has a designated extended learning time for both math and ela. This model will provide all students with an additional 30 minutes of skill focused instructional time in both math and ela. Another structure to help us meet our building goals are Data Inquiry Meetings every other month, as well as RtI meetings every month for both academic and behavior concerns.

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

 A barrier I'm anticipating is time to unpack the priority standards for both math and ela, and to then align resources to meet the rigor and expectations of CCLS. I'm going to do my best to address this anticipated barrier by doing my best to provide all teachers will the priority indicators for both math and ela in September. We're going to start right off with the conversation around why the work is so necessary. I am going to do my best to create a process that will allow us to start the work during our grade level meetings every other month. I will designate that as our yearly focus, unpacking math standards and aligning resources, to reinforce the urgency for the work and to establish comfort with the process.

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

Several primary teachers will be participating in Responsive Classroom Training over the summer, August 8th-11th. The goal is to empower as many teachers as we can with proactive strategies and awarenesses that will help to create an inclusive respectful learning environment for all children. The reality is that training all teachers isn't a possibility at the moment; however, training those that want to be part of the work will hopefully lead to dialogue and a desire to be part of the work from others. All teachers, k-6, will be trained to use Star to assess students math performance. Teachers in grades 3-6 will also be trained to use STAR to assess student's reading/literacy performance. The rationale for the training is that we need a system that is easy to use that will provide us with accessible data points to help inform our instructional decisions. All k-2 teachers will be trained to use DIBELS online in August or September. Again the rationale is for teachers and administrators to have a reliable tool that's easy to use that will provide accessible data to help inform our instructional decisions. All teachers will have training throughout the year, during faculty meetings and staff development days focused on instructional strategies to help them differentiate more effectively as well as to help use formative assessment to inform instructional decisions.

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

I send The Bridge out to staff every Monday morning first thing. The Bridge includes upcoming events, reminders, and a PBIS update. The leadership team will be communicating various proactive strategies on a consistent as needed basis.   A monthly Newsletter will be sent home to families highlighting upcoming events, learning strategies and games, and important building and district level information.

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

The plan will be posted on our website. The plan will be shared with all faculty first thing in September. The key ideas of the plan will be shared with the community during our Open House in September

• 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.

We help incoming students transition from preschool by ensuring that all students in registered pre-k programs are using materials that align with the SuperKids program that we use for teaching reading, pre-k students are also exposed to MyMath curriculum before entering kindergarten. Incoming students are assessed at their pre-school sites prior to kindergarten registration to determine how to best place students upon entering kindergarten. We too have an early intervention team who monitor each site to ensure they are meeting district-wide instructional expectations. The early intervention team also helps pre-k sites with students who have high needs, both behavioral and academic.

Re-Identified Focus Schools

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

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of 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) beginning no later than the 2016-17 school year. 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. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

1. **Identify the Turnaround Principle the school is choosing to implement.**

2. **Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.**

3. **Describe the plan for oversight of the implementation of the identified principle.**

Priority Schools: Whole School Reform Model
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack therof that have occurred since the 2015-16 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/.

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					

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-16
B2. DTSDE Review Type:	School Led Review

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 a system to monitor instructional programs and practices during extended learning time.

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, 2017, school leaders will effectively implement a system that monitors instructional programs and practices during extended learning time in order to increase accountability and accelerate student achievement as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	student growth percentile for low-income students sub-group, student growth percentile for all students, student growth percentile for students with disabilities sub-group

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.
8/1/2016	9/1/2016	School leaders will develop a schedule for teachers to meet every other month(minimally) to analyze data for both math and ela to determine learning targets and groups.
7/1/2016	9/1/2016	School leaders will develop a form for grade level teams to share groups of students during Extended Learning Time which include how they grouped (data), what intervention will be utilized, and who is responsible for the implementation.
9/1/2016	6/25/2017	During bi-monthly DIT (DATA Inquiry Team) Meetings, administration along with teachers, will analyze data and formulate plan for flexible learning groups and instructional learning targets. will review the ELT groups and interventions with grade-level teams.
8/1/21016	6/25/2017	School administration will develop a tool to monitor ELT groups: The tool will assess flexible grouping, instructional focus and impact.
9/1/2016	6/25/2017	School administration will use the developed tool to monitor ELT time at each grade level every other week, to ensure that groups are flexible and interventions are appropriate to the needs of the students.
10/1/2016	6/25/2017	Teachers and administration team will formulate a plan to formatively assess students' weekly progress in the areas of math and ela.
8/30/2016	8/30/2016	School leader and teachers will develop a criteria checklist of success indicators for Data Inquiry Meetings
Oct-16	Jun-17	School administration will provide PD opportunities for underperforming classrooms as evidenced by the data.
Oct.'16	June'17	Teachers and school administration will monitor students' progress every 8 weeks at DIT meetings.

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:	May-16
B2. DTSDE Review Type:	School Led Review

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 monitor and assess the alignment of the curriculum to the CCLS in math and ela because less than 100% of students are proficient on standardized assessment.

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, 2017 all teachers will know the essential elements for each standard/domain in order to ensure their teaching to the alignment of CCLS as evidenced by improvement on state and local common assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile for all students, improvement on various district level assessment pieces (Dibels, Superkids, MyMath, Glencoe, Springboard, module assessments, and STAR 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 cell.
Aug-16	Sep-16	By September of 2016 the school administration team will provide faculty with a document outlining the priority standards for math and ela that identifies major, supporting and additional clusters in order that teachers that major clusters are addressed with the necessary emphasis.
1-Sep	1-Oct	By October of 2016 all teachers will be provided with and trained to use a building created document to assist in unpacking standards and aligning resources for both math and ela in order to ensure learning are being met with the depth and breadth needed to build students' competency.
16-Sep	17-Mar	By March of 2017 3-6 teachers will have aligned their instruction and math resources at weekly team meetings to meet major cluster expectations of Common Core to ensure students have adequate opportunity to build their proficiency in the Common Core Learning Standards for math.
September	April	.By April of 2017 k-2 teachers will align their instruction and math resources at weekly team meetings to meet major cluster expectations of Common Core to ensure students have adequate opportunity to build their proficiency in the Common Core Learning Standards for math.
September	June	By June of 2017 each grade level team, along with administration, will formulate a plan for writing at their bi-monthly grade level meetings to include appropriate language and writing standards to ensure students are meeting writing and language expectations of CCLS.

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-16
B2. DTSDE Review Type:	School Led Review

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 school needs to use student data to inform our instructional decisions and differentiate to teach all students at high levels because less than 100% of students are proficient on state assessments.

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 30th 2017 all teachers will utilize student data in order to create learning opportunities for all students that will increase students' achievement that will be evidenced by improvement on local and state assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Increased performance for all students on state assessments. Increase student performance on progress monitoring tools (Dibels, Superkids, MyMath, Glencoe, Springboard, module assessments, and STAR assessments.) Re-grouping of students during Extended Learning Time (ELT).

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.
July	August	Classroom teachers, intervention support teachers and administrators will be trained over the summer to administrate STAR assessments and to utilize the data for both math and ela.
August	September	Classroom teachers, intervention support teachers and administrators will be trained to use DIBELS Next in order to assess students performance in literacy and to make appropriate instructional decisions.
September	June	Classroom teachers and intervention support teachers will administer STAR and/or DIBEL assessments quarterly to assess students performance in math and ela.
October	June	Classroom teachers, intervention teachers and the administration team will meet every other month for DIT meetings to assess data and formulate a learning plan to meets students' specific learning needs.
September	June	All grade level classroom teachers and intervention support staff will have the same 30 minute extended learning time both math and ela, a total of 60 minutes daily, to create opportunity for flexible groups to meet all student's learning needs.
September	June	School administration team will use the developed ELT monitoring tool, every other week for each grade level, to monitor that groups are receiving instruction to meet their specific learning outcomes.

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-16
B2. DTSDE Review Type:	School Led Review

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 school needs to identify key proactive strategies to support positive interactions and behaviors for all students because our discipline referral needs to be reduced by 10%

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 2017 all faculty will be able to provide positive strategies to meet individual student's behavioral needs in order to increase positive interactions among the Genesee Community as evidenced by a 10% decrease in School Tool referral rates.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student attendance rate, student discipline rate, student suspension rate, teacher completion rate of monthly 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. 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 8th	August 11th	Several primary teachers will participate in a four day summer training for Responsive Classroom to build teachers' capacity for community building and proactively supporting the social and emotional growth of your students.
September	June	Primary teachers who took part in the training will implement Responsive Classroom techniques in their classroom beginning in September.
		Teachers and administrators who took part in the training will share strategies and techniques to build the entire faculties capacity at monthly faculty meetings and in the weekly Bridge (weekly communication piece from administration team to teachers)
September	June	As part of the PBIS plan, teachers, support staff and administrators will take part in Behavior RtI meetings the last Monday of every other month starting in September. The team will meet on individual students to formulate proactive behavior plans that may include PBIS and Responsive Classroom approaches.
September	June	All teachers will be informed of proactive approaches/strategies during monthly faculty meetings, The Bridge, RTI and PBIS meetings, to help build classroom community, establish classroom expectations, and proactively handle potential behavior situations.
September	June	The PBIS team will meet monthly to review School Tool referrals to monitor and assess individual and school interventions, and to make the necessary adjustments as a result.

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-16
B2. DTSDE Review Type:	School Led Review

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 Genesee school needs to increase family and community engagement to increase social, emotional and academic growth.

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 2017, Genesee Community will increase the number of opportunities for parents to engage in their child's educational journey at Genesee as evidenced by the number of events held throughout the year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Increased parent attendance at school events. Increased parent participation in school/district survey.

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	August	Five classroom teachers from various grade levels will work together to create a plan for two Parent University Nights: One addressing early literacy and the other around helping parents and guardians better understand the expectations for Common Core Learning Standards and how they can best support their children.
October	October	All parents, guardians and caregivers will be invited to attend Parent University Nights (2) to help build better understanding of Common Core Standards for Math and what it means for our students and how they can help support learning outcomes at school and at home.
November	November	All parents, guardians and caregivers will be invited to attend a Parent University to help build partnership between home and school focused around literacy development. The sessions will empower participants to better understand expectations and competencies, and how they can best support their child's literacy development.
October	June	GPTP will host events every other month to engage families in their child's social and emotional development: Game Nights, Movie Nights, Craft Nights and Dance Nights.
October	January	Each grade level team will host a Curriculum Night for parents and guardians. Curriculum Night will focus on learning outcomes and expectations for the year as well as how parents can best support their child's learning outcomes at home and at school.
September	June	School administration team will communicate all events in Newsletters, on the Community Bulletin in the building, Robo Calls, and Remind Me in order to increase parent participation at the various events scheduled throughout the school year.