

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010019
School Name:	Broadway Academy

**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			
President, B.O.E. / Chancellor or Chancellor's Designee			

## 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).

**We initiated the one-to-one program and 100% of students and staff were using the device for instruction.**

- 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.

**N/A**

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

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

**actionable feedback to both teachers and students.**

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

**1.) provide subject specific guidance about feedback paths 2.) dissect behavior data to identify behavior management improvements 3.) collect and analyze family needs assessment to promote the home-school connection**

- 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

**The guiding principles of Broadway Academy include creating an academic environment focusing on the growth mindset, collaboration, student-centered learning, social/emotional character, high quality instruction/rigor, and college and career readiness.**

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

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

Because Broadway is a stand-alone 7th grade building, content area teams and their assigned special educators (PLCs) will continue to collaboratively plan, implement, and assess student-centered, rigorous instruction. With the 1:1 device initiative underway, PLCs have a designated ambassador and Data Curriculum Coordinator to assist colleagues with the instructional side of the initiative and resources such as the library media specialist and the technology teaching assistant will assist with the technical support issues. We will continue the use of Adventure-Based Learning character education program, our PBIS/SOAR program, and our mentoring program in which each staff member has a caseload of 10 familiar students they connect with regularly to monitor academic, social and emotional

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

We anticipate that there will be a larger learning curve for most students and some staff with regard to how the device works and the technical glitches that are bound to occur. Besides the technical issues, other concerns will most likely arise with regard to the instructional piece of the 1:1 device program. Teachers will learn new ways to deliver content, to engage, assess, communicate with and provide feedback to students - all of which are intimidating to even the most receptive and daring educators. To address these barriers, a technology team consisting of both school staff and district and BOCES personnel will meet regularly to access the program's progress and to offer technical and instructional support. Broadway also utilizes a NYSCATE consultant to specifically assist the Microsoft platform.

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

**Professional development will target planned higher-order questioning.**

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

Broadway's summer orientation days are historically well-attended by students and families, therefore it's an optimal venue for school leaders to verbally share the school's mission, guiding principles, and building expectations. Other opportunities such as parent academies and Open House provide a platform for school leaders to strengthen home-relationships. Faculty meetings and professional development sessions are utilized to inform staff and build collegial relationships.

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

The plan will be available on the Elmira City School District website as well as verbally shared during parent academy sessions.

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28-30, 2016
<b>B2. DTSDE Review Type:</b>	State-Led

<b>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.</b>	According to the November 2016 state-led review, Broadway Academy teachers are not consistently provided with timely or actionable feedback following classroom walk-throughs. As a result state-led reviewers observed inconsistencies in the quality of instruction, engagement of students, application of classroom management strategies, and modifications to instruction that resulted in varied student outcomes. The November 2016 staff survey supports these findings as 73% of staff agreed with the survey statement, "I receive helpful instructional feedback and guidance from our school leaders" and 71% agreed with the survey statement "teachers stay current with research and best practices".
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<b>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.</b>	By June 2018, 100% of administration will utilize a feedback tool to provide written, actionable feedback to a minimum of 8 teachers per week to review the quality of teachers' written lesson plans so that high-quality instruction occurs leading to increased student success. As a result, there will be a 3% increase for staff survey responses (# 11, 12, 15 & 17) as well as a 3% increase in core classroom passing rates from marking period 2 to marking period 3 and at least 4/5 specific Danielson Rubric components (1C, 1E, 3A, 3B, 3C and 3D) will have at least 75% of teachers labeled as "effective" or "highly effective". This will be measured using staff survey responses, marking period pass/failure rates, and Danielson Rubric ratings.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	1) staff survey responses (# 12 & 39) 2) marking period 2 & 3 pass/failure rates 3) Danielson Rubric ratings (components 1C, 1E, 3A, 3B, 3C and 3D)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
July 1st, 2018	October 17th, 2018	The BWA leadership team will develop and communicate the details of a feedback tool (including frequency of classroom visits, protocol for providing feedback and conducting follow-up visits) to be used to by all school leaders during classroom visits to share feedback with teachers following the classroom visit. <b>Responsible/Participants:</b> BWA leadership team and BWA teachers <b>Frequency:</b> 1 time <b>Intended Impact:</b> To utilize a feedback tool in which to provide teachers with targeted, goal-specific feedback to improve their instructional practices.
August 1st, 2018	October 17th, 2018	BWA school leaders will develop a walk-through schedule in which each school leader will complete 4 walk-throughs per week and should include the sharing of timely, actionable feedback. <b>Responsible/Participants:</b> BWA school leaders <b>Frequency:</b> 1 time <b>Intended Impact:</b> Walk-throughs will occur regularly and will be consistent and coordinated with timely, actionable feedback.


### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28-30, 2016
<b>B2. DTSDE Review Type:</b>	State-Led

<b>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.</b>	<p>According to the November 2016 state-led review, upon reviewing teachers' written plans and through classroom observations, it was found that many teachers did not include the use of planned higher-order questions to deepen students' understanding and help them think critically. Also noted was that teachers often missed targeted and pre-planned opportunities to extend learning for the more able students. As a result many capable students are left waiting at the end of completed tasks, or are not provided exposure to state NYS assessment questions or are not provided with real-life opportunities in which to apply their learning. A November 2016 student survey supports these findings as 43% of students agree with the survey statement "our school curriculum [work] is challenging".</p>
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<b>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.</b>	By June 2018, 100% of teachers <b>will incorporate planned higher-ordered questions into lesson plans</b> so that teachers can check for understanding and to deepen critical thinking for students at or above grade level. As a result there will be a 3% increase in the core classes passing rates (from marking period 2 to 3), a 3% increase in student survey responses (#6) & Danielson Rubric components 1E and 3B will have at least 75% of teachers labeled as "effective" or "highly effective". This will be measured using student survey responses, marking period pass/failure rates, and Danielson Rubric ratings.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	1) student survey response (# 6)    2) marking period 2 & 3 pass/failure rates    3) Danielson Rubric ratings (components 1E & 3B)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	
September 3rd, 2018	September 19th, 2018	BWA school leaders will communicate an expectation that lesson plans and assessments are to be planned with the incorporation of planned higher-ordered questions. <b>Responsible/Participants:</b> BWA school leaders and BWA teachers <b>Frequency:</b> 1 time <b>Intended Impact:</b> Teachers can check for understanding and deepen critical thinking for students at or above grade level.
October 3rd, 2018	October 17th, 2018	BWA school leaders and the Data Curriculum Coordinator will provide a refresher training about developing planned higher-ordered questions. <b>Responsible/Participants:</b> EDA school leaders and Data Curriculum Coordinator <b>Frequency:</b> 1 time <b>Intended Impact:</b> Teachers can check for understanding and deepen critical thinking for students at or above grade level.


### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28-30, 2016
<b>B2. DTSDE Review Type:</b>	State-Led

<b>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.</b>	According to the November 2016 state-led review, other than through tests, students do not receive formative, actionable, or developmental feedback to help them gain a better understanding of how well they are doing or what they need to do to improve. The review team found that few opportunities exist for student-teacher conferencing and students taking ownership of their learning through the use of rubrics, self-assessment and peer assessment. As a result many students are unaware of the next steps for improvement. An October 2016 staff survey supports these findings as 71% of staff agreed with the survey statement "students in this school have strategies to track their own learning".
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<b>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.</b>	By June 2018, 100% of teachers will utilize a rubric, a peer-assessment, a self-assessment, one instance of oral feedback and one instance of written feedback within each teaching unit/module so that students have an understanding of how well they are meeting the learning targets and what to do to improve. As a result, there will be a 3% increase in core class passing rates (from marking period 2 to 3), a 3% increase in student survey responses (#20 & 29), a 3% increase in staff survey response (# 39), and at least 4/5 specific Danielson Rubric components (1C, 1E, 3A, 3B, 3C and 3D) will have at least 75% of teachers labeled as "effective" or "highly effective" This will be measured using unit/module artifacts, Danielson Rubric ratings.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	1) student survey responses (# 20 & 29) 2) marking period 2 & 3 pass/failure rates 3) Danielson Rubric ratings (components 1C, 1E, 3A, 3B, 3C & 3D) 4) staff survey response (# 39)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	
October 18th, 2018	June 7th, 2019	BWA school leaders will monitor units/modules so that they include at least 1 rubric, 1 peer-assessment, 1 self-assessment, 1 instance of oral feedback and 1 instance of written feedback. <b>Responsible/Participants:</b> BWA school leaders <b>Frequency:</b> Monthly <b>Intended Impact:</b> Students will have an understanding of how well they are doing and what they need to do to improve.
October 18th, 2018	June 7th, 2019	BWA school leaders will conduct 4 walk-throughs per week, per school leader. <b>Responsible/Participants:</b> BWA school leaders <b>Frequency:</b> 4 times per week <b>Intended Impact:</b> To provide teachers with targeted, goal-specific feedback to improve their instructional practices.


**Tenet 5: Student Social and Emotional Developmental Health**

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28-30, 2016
<b>B2. DTSDE Review Type:</b>	State-Led

<b>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.</b>	By November 2018, 100% of staff and administrators will consistently and regularly implement and monitor a revamped PBIS/SOAR program outlining behavioral and academic expectations ensuring consistency for both students and staff around school rules and SOAR program areas so that Broadway Academy provides a safe, respectful environment that is conducive to learning for both students and staff. As a result, there will be a 3% increase in the core classes passing rates (from marking period 2 to 3) and discipline numbers (tardies, class skipplings, ISS, OSS, MIRs & discipline referrals) will each decrease by 5% from the monthly 17-18 school year discipline data. This will be measured using discipline rates and marking period pass/failure rates.
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<b>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.</b>	By November 2018, 100% of staff and administrators will consistently and regularly implement and monitor a revamped PBIS/SOAR program outlining behavioral and academic expectations ensuring consistency for both students and staff around school rules and SOAR program areas so that Broadway Academy provides a safe, respectful environment that is conducive to learning for both students and staff. As a result, there will be a 3% increase in the core classes passing rates (from marking period 2 to 3) and discipline numbers (tardies, class skipplings, ISS, OSS, MIRs & discipline referrals) will each decrease by 5% from the monthly 17-18 school year discipline data. This will be measured using discipline rates and marking period
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	1) student survey responses (# 43 & 44 ) 2) marking period 2 & 3 pass/failure rates 3) staff survey responses (# 69 & 76) 4)Discipline numbers (tardies, class skipplings, ISS, OSS, MIRs, & discipline referrals)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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 1st, 2018	August 31st, 2018	The BWA leadership team will establish a school-wide SOAR committee by seeking out teachers, aides & hall monitors as team members. <b>Responsible/Participants:</b> BWA leadership team <b>Frequency:</b> 1 time <b>Intended Impact:</b> Representative stakeholders of the BWA community will work together to develop school-wide expectations to serve as the foundation of BWA's PBIS/SOAR program.
September 4th, 2018	September 6th, 2018	BWA's SOAR committee will launch the school-wide PBIS/SOAR plan to teachers and staff. <b>Responsible/Participants:</b> BWA SOAR committee members <b>Frequency:</b> 1 time <b>Intended Impact:</b> To clearly establish and communicate school-wide behavioral expectations to all school community members to encourage consistency in both student behaviors as well as teacher responses to misbehavior.
September 4th, 2018	September 6th, 2018	BWA's SOAR committee will post signage in all classrooms, hallways and common areas communicating SOAR behavioral expectations. <b>Responsible/Participants:</b> BWA's SOAR committee <b>Frequency:</b> 1 time <b>Intended Impact:</b> To clearly establish and communicate school-wide behavioral expectations to all school community members to avoid inconsistencies in both student behaviors as well as teacher responses to misbehavior.

September 9th, 2018	June 26th, 2019	BWA school leaders will monitor the implementation of these expectations and will communicate SOAR data by displaying it prominently in the BWA main lobby. <b>Responsible/Participants:</b> BWA school leaders <b>Frequency:</b> monthly <b>Intended Impact:</b> To make accurate decisions and recommendations about interventions, enrichment, scheduling and extra-curricular activities based on student behavior, attendance, and academics.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28-30, 2016
<b>B2. DTSDE Review Type:</b>	State-Led

<b>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.</b>	According to the November 2016 state-led review report, parents, teachers, school leaders and the Family Community Outreach Coordinator do not have a full understanding of the needs and concerns of parents and families within the school community, especially the needs of students and their families living in poverty. As a result there is a barrier between families & school staff to work together to share in the responsibility for student academic progress and social-emotional growth and well-being. An October 2016 staff survey supports these findings as only 56% of staff agreed with the statement "we conduct needs assessments with families so that we understand their interests and concerns" and 72% of students agreed with the statement "my teachers provide information to my family".
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<b>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.</b>	By October 2018, 100% of administrators and support staff will conduct a parents and family needs assessment to identify opportunities in which staff and families can learn from each other ensuring academic achievement and social-emotional growth. As a result there will be at least 200 Family Needs/Interests surveys completed by BWA families, as well as a 10% increase in the staff survey question #93 & a 5% increase in the student survey question #46. This will be measured using the number of ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary surveys completed/submitted and student & staff survey results.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	1) student survey responses (# 46 ) 2) staff survey responses (# 93) 3) Discipline numbers (tardies, class skipplings, ISS, OSS, MIRs, & discipline referrals)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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 4th, 2018	October 31st, 2018	BWA's Family Community Outreach Coordinator will coordinate the distribution & submission of paper and digital parents/families needs assessments. <b>Responsible/Participants:</b> Family Community Outreach Coordinator <b>Frequency:</b> <b>Intended Impact:</b> As a liaison between the school and the parents/families, the FCOC has many community connections and it's sensible to have one person coordinate this process.
November 1st, 2018	November 9th, 2018	BWA's Data Curriculum Coordinator will collect and analyze data from the parents/families needs assessment. <b>Responsible/Participants:</b> Data Curriculum Coordinator and BWA leadership team <b>Frequency:</b> 1 time <b>Intended Impact:</b> To identify opportunities in which to engage BWA parents/families in their child's social-emotional and academic growth.
