

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010008
School Name:	William H. Seward Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

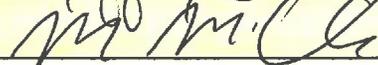
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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 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.

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	507	% Title I Population	100	% Attendance Rate	94.9
% of Students Eligible for Free Lunch	43	% of Students Eligible for Reduced-Price Lunch	4	% of Limited English Proficient Students	4	% of Students with Disabilities	15

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	4	% Hispanic or Latino	4	% Asian, Native Hawaiian / Other Pacific Islander	3	% White	82	% Multi-Racial	7

School Personnel							
Years Principal Assigned to	0	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social	0.5
% of Teachers with NO Valid	0	% of Teachers Teaching Out	0	% Teaching with Fewer than 3	12	Average # of Teacher	4.4

Overall State Accountability Status							
Priority School	No	Focus School Identified by a	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School	n/a
ELA Performance at Level 3	39/166	Math Performance at Level 3	65/161	Science Performance at Level	43/51	Four-Year Graduation Rate	n/a
% of 1st Year Students Who	n/a	% of 2nd Year Students Who	n/a	% of 3rd Year Students Who	n/a	Six-Year Graduation Rate	n/a
Persistently Failing School	n/a	Failing School (per Education	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
x	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.)
- 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).

PBIS was the most positive impactful. We collaborated with families and children to improve behaviors.

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

The strength based survey did not include parents at the beginning of the year, so we added them at the end of the year.

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

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

Teachers will continue DIT meetings and use of ELT will continue to focus on delivering differentiated instruction. School staff will continue Tier 1 implementation of the PBIS program.

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

Identifying prioritized curriculum, increasing reciprocal communication with Seward stakeholders, monitoring/evaluating instructional programs. collecting and analyzing data, identify and support the SEDH needs of all students.

- 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.

The mission of the district and therefore that of William H. Seward Elementary is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners as evidenced by effectively monitoring instructional programs, identifying priority learning in all subjects, utilizing a data-driven system, identifying student supports, and engaging families.

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

Increased proficiency levels on STAR Reading, Math, and DIBELS.

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

Extended Learning Time gives students direct instruction on their level. PBIS teaches the students social and emotional health.

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

Lack of substitutes for teachers and aides, time, and new building leadership.

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

Science units training for all science teachers prior to teaching them and PD for assessments.

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

Cafe' meetings, open houses, parent teacher conferences, newsletters, remind texts,

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

School's website, paper copies will always be available in the school office

- 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.

UPK Curriculum has been aligned with the District's curriculum. Specifically, UPK classrooms are utilizing the Happily Ever After Program, which is the preschool precursor to the Superkids program for ELA instruction being utilized in all K-2 classrooms across the district. Similarly, UPK classrooms will begin implementing the NYS Math modules, which is the same program that will begin to be implemented K-3 in the district in 2017-18. UPK teachers have received ongoing training and professional development specific to the implementation of curricula, aligning CCLS between Pre-Kindergarten and Kindergarten, and understanding of social and emotional needs for 4 and 5 year-olds. Summer work is planned and will be ongoing. This work will give Kindergarten and UPK teachers the opportunity to collaborate with the goal of connecting curricula and discussing expectations. Parents received transitional information via our Behavioral Specialist, through parent/teacher conferences, and Parent Transition nights. An updated transition form was created by a team of UPK and Kindergarten teacher, which is focused on providing academic and social emotional information to Kindergarten teachers. All Kindergarten and UPK teachers participated in transition meetings, which provide all teachers the opportunity to discuss specific students.

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?

Extended Learning Time allows us opportunities for Tier 2 interventions in the daily schedule.

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 showing an

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:		1/17/2017
B2. DTSDE Review Type:		Self 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.		Based on 2016-17 STAR and DIBELS student data, William H. Seward Elementary needs a system that implements, monitors, and evaluates the effectiveness of our RtI model in order to increase the percentage of students scoring proficiently on STAR and DIBELS to 80%.
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 the school will use a digital system to track and monitor the effectiveness of the RtI framework in achieving a minimum of 5% increase in grade level proficiency on the STAR and DIBELS assessments, as evidenced by the end of the year benchmark data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student growth performance on DIBELS, STAR Math, & STAR ELA; 100 % student participation and number of minutes designated in ELT (extended learning time) opportunities; teacher and paraprofessional participation in professional development opportunities to maximize pedagogical practices and differentiated instruction; teacher self rating/evaluation twice a year demonstrating self assessed growth with RtI model and knowledge of interventions or personnel needed to contact for training regarding interventions.
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.
9/1/2017	10/31/2017	Activity: In order to monitor and evaluate the effectiveness of RtI interventions, the team will develop/distribute/utilize a digital form for grade level teams to document intervention groups based on student data. Person(s) Responsible: Building principal Who will Participate: All teachers How Often: Annually Impact: To gain consistency in documentation of ELT groups.
9/1/2017	6/30/2018	Activity: In order to monitor and evaluate the effectiveness of our RtI model, school leaders will review and monitor the ELT groups and interventions with grade level teams during DIT meetings. Person(s) Responsible: Building principal & grade level DIT facilitator Who will Participate: All teachers How Often: 4 times per year Impact: Increase consistency and accountability for the existing RtI model and maximize instruction during ELT
9/1/2017	6/30/2018	Activity: In order to monitor and evaluate the effectiveness of our RtI model, school leaders will create an intervention specialist team to facilitate the development of a digital intervention resource tool to be utilized by educational staff in order to maximize targeted instruction for all students during extended learning time. Person(s) Responsible: Building principal and district staff Who will Participate: teachers and instructional coaches How Often: Monthly Impact: Teachers will have access to a comprehensive digital tool that will maximize instruction during extended learning time

9/1/2017	6/30/2018	<p>Activity: In order to monitor and evaluate the effectiveness of our RtI model, school leaders will create an intervention specialist team to facilitate the development of a digital intervention resource tool to be utilized by educational staff in order to maximize targeted instruction for all students during extended learning time.</p> <p>Person(s) Responsible: Building principal and district staff</p> <p>Who will Participate: teachers and instructional coaches</p> <p>How Often: Monthly</p> <p>Impact: Teachers will have access to a comprehensive digital tool that will maximize instruction during extended learning time</p>
9/7/2017, 1/4/2018, 5/3/2018	5/3/2018	<p>Activity: In order to monitor and evaluate the effectiveness of our RtI model, school leaders will create an intervention specialist team to facilitate the development of a digital intervention resource tool to be utilized by educational staff in order to maximize targeted instruction for all students during extended learning time.</p> <p>Person(s) Responsible: Building principal and district staff</p> <p>Who will Participate: teachers and instructional coaches</p> <p>How Often: Monthly</p> <p>Impact: Teachers will have access to a comprehensive digital tool that will maximize instruction during extended learning time</p>
10/5/2017, 6/7/2018	6/7/2018	<p>Activity: In order to monitor and evaluate the effectiveness of our RtI model, school leaders will create an intervention specialist team to facilitate the development of a digital intervention resource tool to be utilized by educational staff in order to maximize targeted instruction for all students during extended learning time.</p> <p>Person(s) Responsible: Building principal and district staff</p> <p>Who will Participate: teachers and instructional coaches</p> <p>How Often: Monthly</p> <p>Impact: Teachers will have access to a comprehensive digital tool that will maximize instruction during extended learning time</p>

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		1/17/2017
B2. DTSDE Review Type:		Self 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.		Due to the new NYS Science Standards and lack of previous data, a benchmark needs to be set to measure how much instruction is aligned to the new NYS Science Standards. Based upon the most recent DTSDE review and October 2017 SCEP Review, Instructional Staff needs to respond to a Curriculum Development & Support Survey that indicated a small percentage of staff was following the outlined program for science.
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, all teachers will deliver science instruction by utilizing the NYS Science Standards aligned kits fro 85% of science lessons as evidenced by lesson plans, walk-through data and curriculum documents.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Building representatives attending a district wide curriculum meetings, aligned science kits utilized by all teachers, and implementation and alignment of the curriculum at each grade level
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.
September 2017	June 2018	Activity: District wide science curriculum meeting Person(s) Responsible: Building Principal Who will Participate: 3-4 science teachers from grades K-6 How Often: 3 times a year Impact: Plan, implement and assess the implementation of the curriculum and its impact on student learning in order to reach our goal of having 85% of teachers utilizing NYS Science Standards aligned Science kits.
September 2017	June 2018	Activity: Grade levels will utilize bi-monthly grade level meetings to assess the implementation of the science curriculum. Teachers will report their status/pacing using a Google Forms Survey. Person(s) Responsible: Building Principal Who will Participate: K-6 science teachers How Often: Bi-monthly Impact: Assess the implementation of the curriculum for alignment in order to gauge appropriate pacing and participation.
10/5/2017, 1/4/2018, 4/5/2018	April 2018	Activity: Share district curriculum meeting information at faculty meetings Person(s) Responsible: Building representatives Who will Participate: Staff How Often: 3 times a year Impact: Staff will be kept informed of all science curriculum developments in order to align curriculum to NYS Science standards.

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:	1/17/2017	
B2. DTSDE Review Type:	Self 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.	William H. Seward Elementary needs to support all educators in further developing a digital teaching and learning presence to support and enhance student engagement. Based on a 2016-17 staff technology survey 60.5% of teachers incorporate technology tools in their teaching. Teachers need professional development to implement unused technology to enhance instruction, increase student engagement, and increase the skills of teachers. The survey shows teachers are not consistently using technology as part of instructional practices. The teachers need support in increasing skills for using technology in order to efficiently complete tasks, communicate, and make data-driven decisions for their students.	
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, 75% of instructional staff at William H. Seward Elementary will incorporate technology tools (i.e. Google Classroom, Google Suite, Promethean Boards, Imagine Learning) into instructional practice in order to increase student digital skills and student engagement during classroom tasks as evidenced by student surveys regarding engagement, number of Google Classrooms developed and joined from September to June, survey for educators regarding Google Classroom/ Suite proficiency levels from September to June and student participant numbers on above tools. These will be used in order to increase student achievement on STAR Math, STAR Reading, and DIBELS assessments.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of teachers creating and utilizing Google Classroom, teachers and students logging into and accessing Google Classroom, increased STAR Math and STAR Reading assessment data, increase in DIBELS assessment data, educator 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.
10/1/2017	6/22/2018	<p>Activity: Data Inquiry Team (DIT) meetings will continue using the Lipton/Wellman Collaborative Learning Cycle to discuss student data from DIBELS, Star Math and ELA Assessments, ELA Module Assessments, Super Kids Assessments, My Math/Eureka unit assessments, Imagine Learning, and anecdotal records to evaluate lesson plans, unit learning targets in order to direct teaching practices and extended learning time.</p> <p>Person(s) Responsible: Teachers in grades K-6, special education teachers, intervention specialists, and support staff</p> <p>Who will Participate: Teachers in grades K-6, special education teachers, intervention specialists, and support staff</p> <p>How Often: Four times a school year</p> <p>Impact: DIT meetings will utilize data that will direct instruction during extended learning time. ELT will utilize STAR assessment data, DIBELS data, Google Classroom, and align teaching practices to interventions to meet the learning needs of all students.</p>
9/5/2017	6/22/2017	<p>Activity: During Extended learning time (ELT), teachers in grades K-6 will continue an extended learning block in order for students to receive individualized instruction based upon the data and intervention strategies determined during the Data Inquiry Team meetings.</p> <p>Person(s) Responsible: Building Principal</p> <p>Who will Participate: Students in grades K-6</p> <p>How Often: Daily</p> <p>Impact: Students will show growth in proficiency in STAR math and ELA assessments, as well as other academic areas using technology.</p>

9/5/2017	6/7/2018	<p>Activity: Professional Development opportunities to support teacher access and utilization of STAR and DIBELS data and Google Classroom / Suite and in order to align instruction to student needs.</p> <p>Person(s) Responsible: Director of Instruction and building principal</p> <p>Who will Participate: Teachers</p> <p>How Often: Ongoing</p> <p>Impact: Access and utilize Google Classroom, STAR assessment data, DIBELS assessment data, and align teaching practices to interventions for all students.</p>
9/5/2017	6/8/2018	<p>Activity: Students will participate in tri-annual screening in the areas of mathematics and reading utilizing DIBELS and STAR assessment tools as indicated by the school district's assessment schedule in order to drive instruction.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: All staff and students</p> <p>How Often: 3 times a year</p> <p>Impact: The teaching staff will utilize the assessment data to make instructional decisions for the students to promote achievement growth in both areas.</p>

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:		January 17, 2017
B2. DTSDE Review Type:		School Self-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.		Based on the 2016-17 school review, the school needs a system to track behavior in order to determine a baseline to measure the implementation of the tiered framework of PBIS and mental health supports.
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, the building will collect baseline data to determine the current state of the school's behavioral and mental health needs in order to develop the tiered framework that layers positive behavioral interventions and mental health supports as evidenced by attendance rates, identification of major and minor behavioral incidents and the rate of suspensions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		student attendance rate, major/minor PBIS infraction data, student suspension rate
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.
9/6/2017	9/15/2017	Activity: In order to increase positive school behavior, students will be taught the PBIS lessons for the areas of the school that include: cafeteria, restrooms, hallways, classrooms, and playground. Person(s) Responsible: Building principal and PBIS committee Who will Participate: All staff and students How Often: Annually Impact: School staff and students will use a common language and know the expectations of behavior in the school.
10/5/2017, 11/2/2017, 12/7/2017, 1/4/2018, 2/1/2018, 3/1/2018, 4/5/2018, 5/3/2018, 6/7/2018	6/22/2018	Activity: The PBIS committee will share discipline data and reinforce the regular implementation of PBIS with the school's staff at faculty meetings. Person(s) Responsible: PBIS committee and building principal Who will Participate: All staff How Often: Monthly Impact: School staff will be informed of behavioral referral trends, will be included on decision making efforts to decrease discipline referrals and will be provided with supports to continue the Tier I implementation of PBIS.

9/1/2017	6/22/2018	<p>Activity: The school building will ensure that 90-100% of all Cayuga Counseling opportunities are filled.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: building principal, staff and identified students</p> <p>How Often: On-going</p> <p>Impact: By providing identified students with counseling services, their social and emotional needs will be met in the school setting.</p>
9/8/2017	6/22/2018	<p>Activity: The school building leadership team will meet each Friday to identify and implement supports for at-risk students.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building principal, school psychologist, school social worker, classroom teachers, as needed</p> <p>How Often: Weekly</p> <p>Description: The building principal, school psychologist and social worker will meet for one hour each Friday to review attendance concerns and students who are deemed at-risk based on academics, behavior, and mental health. Classroom teachers will be invited, as needed, to participate in the meetings. Resources already in place will be reviewed and the determination of the need for further outside resources will be initiated.</p> <p>Impact: Students at-risk for behavior and attendance will be identified so that school personnel may be proactive in working with the students and their families.</p>
9/8/2017	10/6/2017	<p>Activity: The staff and students will participate in a Community Cafe during school hours.</p> <p>Person(s) Responsible: Building principal and PTA co-chairperson</p> <p>Who will Participate: All staff and students</p> <p>How Often: Annually</p> <p>Description: An introduction will be given by Mrs. Mahunik that provides background for the structured conversations. Conversations will be initiated by Mrs. Mahunik over the PA system and facilitated by the adult staff members in the classroom. Each prompted conversation will last ten minutes. The adult staff members will structure the classes into small groups prior to the start of the conversations. Responses will be recorded by staff members; shared through text messaging and email; and shared with the school over the PA system at its conclusion and during morning announcements the following week.</p> <p>Impact: School staff and students will be participate in a Community Cafe model where they will be given the opportunity to share their thoughts and feelings on issues pertaining to school-aged children.</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:	January 17, 2017
B2. DTSDE Review Type:	Self 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.	In a parent strengths-based survey conducted during the 2016-17 school year, 50% of respondents identified that they would try to get help for themselves when needed, nearly 40% of the respondents identified are willing to ask for assistance from community programs or agencies, and near 50% of respondents identified that they had not made an effort to learn about the resources available in the community that could be helpful. As a result of the survey responses, William H. Seward Elementary School needs to develop a sustainable, long-term plan that includes the continuation of at least three parent engagement efforts to address the identified need from the families based on the parent strengths-based survey that indicated
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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, the school will assess the opportunities for communication in order to empower families to access the assistance and resources that they need as evidenced by a 10% increase in attendance at school sponsored events and communication survey response data from faculty and families to determine the baseline of information being shared with families and the frequency of reciprocal communication.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent/Family and faculty participation in school communication surveys and attendance at school sponsored events.

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.
10/18/2017, 11/15/2019, 3/14/2017, 4/25/2017	4/25/2017	Activity: All stakeholders will be personally invited to attend four Community Cafe sessions (reciprocal communication opportunity). Person(s) Responsible: Building principal and PTA representative Who will Participate: All stakeholder groups as listed below: Families, district level cabinet members, school board members, teachers, local elected officials, school principal) How Often: Four times a year Description: Dinner is provided from 5:30-6:00 p.m. to invite participants to enjoy an opportunity for casual conversation and build relationships. An introduction will be given by a prior determined stakeholder that provides background for the structured conversations. Conversations will be facilitated by a leader with a sharing of ideas, concerns, and celebrations. Childcare is provided for the conversation component in order to provide families the opportunity to participate. Impact: The stakeholders will be provided the opportunity to communicate in a reciprocal method to increase their level of communication with the school and feel that they have access to the resources that they have identified as needed.
8/1/2017	11/15/2017	Activity: In order to communicate the work that is occurring in the school building and how to access information about what their child is learning, families will be active participants in the Continuous Improvement Team (CIT), Community CAFE, and Parent-Teacher Association (PTA) meetings. Person(s) Responsible: Building principal, PTA representative, co-PTA Presidents Who will Participate: Building principal, faculty, Continuous Improvement Team participants, Parent-Teacher Association members and Community CAFE participants How Often: Four times a year Impact: Families will gain a greater understanding and ability to support building initiatives and learning.

8/1/2016	4/30/2018	<p>Activity: The CIT, PTA, and Cafe members will explore Family ID as a new communication tool.</p> <p>Person(s) Responsible: Building principal, PTA Co-Presidents, and representatives</p> <p>Who will Participate: Continuous Improvement Team, Parent Teacher Association members and Community Cafe participants</p> <p>How Often: Ongoing</p> <p>Impact: Assist families with understanding the program in order to effectively communicate and keep information centralized and up to date.</p>
9/1/2017	10/31/2017	<p>Activity: 60% of teaching staff (homeroom teachers and support staff) will implement/continue the use of Remind or Class Messenger as a communication tool.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Teaching staff and families</p> <p>How Often: Two times per year (mid-year and end of year)</p> <p>Impact: Improved regular communication between school and home in order to better communicate classroom expectations, assignments and updates.</p>
9/1/2017	10/31/2017	<p>Activity: The building staff will encourage families to participate in the Remind and/or Class Messenger initiative to increase membership to families.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building staff and families</p> <p>How Often: Two times per year (mid-year and end of year)</p> <p>Impact: Improved regular communication between school and home in order to better communicate classroom expectations, assignments and updates.</p>
9/1/2017	6/1/2018	<p>Activity: In order to gain a baseline on the strengths across the building, the building staff will complete the strengths-based assessment that was started in the 2016-17 school year by utilizing Google Forms to complete it.</p> <p>Person(s) Responsible: Building principal, PTA representative</p> <p>Who will Participate: Building staff</p> <p>How Often: Three times/year (fall, winter, spring)</p> <p>Impact: Building staff will have a mode to share their perceptions of the strengths and weaknesses in their partnerships with families. In or</p>
9/1/2017	6/20/2018	<p>Activity: In order to familiarize families with school and community resources and tools, communication stations will be maintained at a spring event for families where the following agency information, tools and curriculum resources are shared: Schooltool, Eureka Math Modules, Superkids, Remind/Class Messenger/Class Dojo, SEDH agencies) with the addition of question prompt cube to provide families with a method to start a discussion with the representatives.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building staff, district staff and families</p> <p>How Often: One time/year</p> <p>Impact: Provide families with the opportunity to learn more about curriculum and resources available to them in school and the community.</p>
9/27/2017	6/30/2018	<p>Activity: The building staff and Literacy Volunteers of Cayuga County will collaborate to improve the inclusion of ENL families by developing an ENL Family Night where tutoring services will be offered to the families and support from school (translations, curriculum resources, parent buddy, report cards, and parent teacher conferences).</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building staff, representatives from Literacy Volunteers of Cayuga County and ENL families</p> <p>How Often: One time/year</p> <p>Impact: Improved regular communication between school and home for the ENL families in order to support their identified needs and to provide them an opportunity to learn and develop English language skills. In addition, ENL families could gain necessary skills for them to access information independently of school staff. In the 2016-17 school year there was a low attendance rate of ENL families at school sponsored events.</p>

9/1/2017	6/1/2018	<p>Activity: The district public relations representative will compose 4 family newsletters (hygiene, social media, fostering independence, reciprocal communication and supporting academic success and social and emotional well being for students and families)</p> <p>Person(s) Responsible: District PR person</p> <p>Who will Participate: School staff and families</p> <p>How Often: Quarterly</p> <p>Impact: Improved regular communication between school and home and provide resources that may benefit families.</p>
8/1/2017	6/30/2018	<p>Activity: In order to support consistent language between school and home, the school staff will continue to implement the PBIS initiative and inform families of its use in the school.</p> <p>Person(s) Responsible: Building principal and classroom teachers</p> <p>Who will Participate: Building staff and families</p> <p>How Often: Ongoing</p> <p>Impact: Teachers will be able to communicate student strengths and behaviors utilizing a common language for families to understand.</p>
9/1/2017	4/25/2018	<p>Activity: In order to provide opportunities for areas of concern to be addressed, Community Cafe members will continue to focus on the PBIS initiative and topics that families identify as wanting a conversation around.</p> <p>Person(s) Responsible: Building principal and PTA representative</p> <p>Who will Participate: Building staff, families and community members</p> <p>How Often: Four times a year</p> <p>Impact: An opportunity will be provided for families to develop relationships and communicate their concerns in a neutral setting.</p>
8/1/2017	6/18/2018	<p>Activity: In order to provide programming to meet the needs of the families, continue to monitor attendance at school sponsored events and establish an attendance tool to calculate attendance rates at all school events.</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building staff and families</p> <p>How Often: Ongoing</p> <p>Impact: Measure the involvement of families attending school events and track the impact of the staff's efforts to create a partnership with families.</p>