

LEA Name:	AUBURN CITY SCHOOL DISTRICT
LEA BEDS Code:	050100010008
School Name:	WILLIAM H SEWARD ELEMENTARY SCHOOL

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2016-2017 School Comprehensive Education Plan (SCEP)

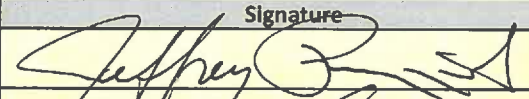
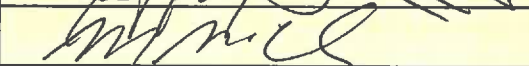
Contact Name	Robert S. Montgomery	Title Principal	Principal
Phone	315.255.8604	Email	robert_montgomery@auburn.cnyric.org
Website for Published Plan	<a href="http://seward.auburn.cnyric.org/">http://seward.auburn.cnyric.org/</a>		

**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	9/19/16
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:**

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
  
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.
  
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 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 8, 2016	William H. Seward Elementary		

Name	Title / Organization	Signature
Mary Solomon	School Psychologist	
Deb Spearing	Teacher Aide	
Beth Cuddy	School Librarian	
Sue Pelc	Teacher	
Greg Stowell	Teacher	
Amy Mahunik	Administrative Intern	
Bob Montgomery	Principal	
Erin Northrup	Special Education Teacher	
MaryBeth Weaver	Special Education Teacher	
Kara Georgi	Parent	
Amy Vitale	Teacher	

### School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	525	% Title I Population	100	% Attendance Rate	95
% of Students Eligible for Free Lunch	41	% of Students Eligible for Reduced-Price	6	% of Limited English Proficient Students	3	% of Students with Disabilities	14

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	5	% Hispanic or Latino	5	% Asian, Native Hawaiian / Other Pacific Islander	2	% White	80	% Multi-Racial	8

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	9	Average # of Teacher Absences	8.4

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?	Yes	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	29%	Math Performance at Level 3 and Level 4	30%	Science Performance at Level 3 and Level 4	76%	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)		
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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
X	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
X	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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of activities were carried out.)  |
| <input checked="" type="checkbox"/> | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | 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").**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
|--------------------------|---|

<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input checked="" type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	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).

All teachers participated in the Data Inquiry Team Meetings. The goal of the meetings was to discuss data and to make instructional decision to increase student achievement. All students were given the opportunity to participate in extended learning time. These opportunities extended differentiated instruction. Three of seven grade levels worked independently during data meetings. This is a change from having a facilitator present for all meetings. The DIBELS data shows that Kindergarten results for Core are 58%, 78%, and 80% , Grade 1 61%, 78%, 73%, Grade 2 85%, 65%, 74%, Grade 3, 64%,72%, 72%for the last three years respectively

- 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 curriculum tracking for Science and Social Studies was not completed. A viable recording option and training was not identified. The Rtl tracking tool was not utilized. A different system and changes to the district's plan prompted the action step to be put on hold. The district is meeting during summer of 2016 to address the concern. The parent engagement efforts exceed the goals. One example was the number of families using Remind. The current number is 268 families and 15 staff members using the communication tool. We will continue to emphasize the use and will work on next year's goal of 300 and eventually all families.

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

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

Building Leaders collaborating on a goal and action steps to provide consistency. Teachers will continue the DIT Meetings and use of ELT will continue to focus on delivering differentiated instruction.

Tenet 6 continuation of the Café model for reciprocal communication. The meeting dates were changed to accommodate the city council members interested in attending.

- 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.

100% of students will reach proficiency in all instructional programs.

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

The following learning opportunities will be utilized; each grade level has an Extended Learning Time daily, grade-level meetings with the building administrator, grade-level meetings across the district, professional development days (4), parent-teacher conferences, faculty meetings, and innovation zones.

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

Two barriers may impact the ability of the building to accomplish the goals; time and communication to all stakeholders. All formal meetings will have clear agendas and learning targets, multiple modes of communication and accessibility will be established to ensure that all stakeholders have the information.

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

Summer 2016 included the following learning opportunities for the staff; Strategies for Managing the Achievement of Emotionally Disturbed Children, Extended Learning Time planning (5 hours), Response to Intervention training and forward thinking, Interventions: How do we identify the most appropriate interventions, progress monitor, and use data to determine the next steps? Data Inquiry Team Meetings will continue for the 16-17 school year. Teams will utilize a data-driven collaborative learning cycle approach to make instructional decisions. All staff will continue to define and provide evidence of how students are given 21st Century Learning opportunities (Four C's) during faculty meetings. The following is the Professional Development Calendar for the district. [AECSD SUMMER 2016 LEADERSHIP & INNOVATION ZONES](#), district wide math curriculum work, SCEP updates, RtI Conference, Grade 6 Curriculum Alignment, Superkids Train the Trainer, ENL Planning, PBIS Implementation work, NGSS alignment, Responsive Classroom, Poverty Simulation, Star Assessment training.

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

The school leader will provide clear outcomes and agendas for each meeting, communication will take place with all stakeholders in the form of newsletters, Remind messages, letters for special events, School Messenger, attendance at school-wide events, formal and informal meetings.

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

Hard copies will be available in the Main Office and the plan will be published to the school's website.

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

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 have implemented the preschool curriculum for the My Math program, which is the same program that is used for K-5 in the district. 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 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.

[Redacted]

**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.

[Redacted]

## **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 thereof that have occurred since the 2015-16 plan.

[Redacted]

**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.

[Redacted]

**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.**

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### **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.**



## 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>	Nov-15
<b>B2. DTSDE Review Type:</b>	State Review

<b>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.</b>	William H. Seward Elementary needs a system that monitors and evaluates instructional programs because less than 100% of students are proficient on standardized assessments.
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<b>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.</b>	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).
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student performance on DIBELS (K-2 and additional students who need progress monitoring), Star Math Assessments(Grades K-6), and Star ELA Assessments (Grades 3-6). Student participation in ELT opportunities. Number of minutes of Expanded Learning Time offered.

<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. 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.
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.
9/8/2016	9/8/2016	School leaders will share the form and ask grade level teams to complete during the September faculty meeting.
9/8/2016	12/31/2016	School leaders will review the ELT groups and interventions with grade-level teams.
9/1/2016	6/19/2017	School leaders will ask grade level teams to complete the curriculum pacing form and social studies and science inventory form at bi-monthly grade level meetings.
1/5/2017	3/31/2017	School leaders will review the ELT groups and interventions with grade-level teams.
4/6/2017	6/30/2017	School leaders will review the ELT groups and interventions with grade-level teams.
8/1/2016	8/31/2016	School Leader will develop a checklist of success indicators for DIT Meetings
9/6/2016	6/30/2016	School Leader will provide professional development based on data.



### 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>	Nov-15
<b>B2. DTSDE Review Type:</b>	State Review

<b>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.</b>	William H. Seward Elementary needs to identify the priority learning in all subjects because less than 100% of students are proficient on standardized assessments.
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<b>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.</b>	By June 30 2017, the school will identify the priority learning in all subjects in order to move toward a guaranteed and consistent curriculum as by continuing to utilize and monitor existing September to June maps with prioritized context and skills in math and ELA and by creating an inventory of science and social studies units of study, which will be evidenced by a 10% increase in the total number of students meeting grade level learning targets on the DIBELS, Star Math Assessment, and Star ELA Assessments from September to June.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student performance on DIBELS (K-2 and additional students who need progress monitoring), Star Math Assessments(Grades K-6), and Star ELA Assessments (Grades 3-6). Student participation in ELT opportunities. Number of minutes of Expanded Learning Time offered.
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<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. 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.
10/1/2016	11/10/2016	Grades 3-5 Teachers will review module 2 to adjust the pacing and CCLS alignment for horizontal alignment.
9/6/2016	6/19/2017	Teachers will utilize current district-wide pacing calendars for K-6 Mathematics.
9/6/2016	6/19/2017	Grades K-2 Teachers will utilize week-by-week pacing calendars for SuperKids (ELA Curriculum).
9/6/2016	6/19/2017	Grade 6 Teachers will meet monthly to monitor and adjust Springboard Units of Study pacing calendar.
9/6/2016	6/19/2017	The school will participate in the district wide math, social studies, science, and ELA curriculum development process.
10/1/2016	5/31/2017	K-6 Teachers will share electronic inventory of social studies and science topics taught including number of instructional days at bi-monthly grade level meetings.
9/1/2016	6/19/2017	100% of teachers will administer and analyze the results of DIBELS assessments and Star Math & ELA Assessments.
9/1/2016	6/19/2017	Grades 2-6 Teachers will collaborate with the school librarian to implement one inquiry research project based on the priority learning targets.

### 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>	Nov-15
<b>B2. DTSDE Review Type:</b>	State Review

<b>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.</b>	William H. Seward Elementary needs to use a data-driven system of collecting , analyzing, and using data because less than 100% of the students are proficient on standardized assessments.
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<b>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.</b>	By June 30, 2017, the school will use a data-driven system of collecting , analyzing, and using data in order to identify the instructional focus for all students during Extended Learning Time as evidenced by grade level & department meeting agendas, Star Assessment reports, DIBLES reports, and NYSED summative assessment data to increase student proficiency by 10% from June to September.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student performance on DIBELS (K-2 and additional students who need progress monitoring), Star Math Assessments(Grades K-6), and Star ELA Assessments (Grades 3-6). Student participation in ELT opportunities. Number of minutes of Expanded Learning Time offered.

<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. 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.
10/1/2015	5/30/2017	Teachers in grades K-6, special education teachers, intervention specialist, and support staff will use the Lipton/Wellman Collaborative Learning Cycle to discuss student data from DIBLES, Star Math and ELA Assessment, ELA Module Assessments, My Math unit assessments, Imagine Learning, and anecdotal records to evaluate lesson plans, unit learning targets, and teaching practices.
8/15/2016	6/30/2017	Each grade level (K-6) will implement an extended learning block. Students will receive individualized instruction based up on the data and intervention strategies determined during the Data Inquiry Team Meetings
9/6/2016	6/30/2017	Teacher will continue to learn/attend professional development to utilize STAR assessment data, DIBELS data, and align teaching practices to interventions for all students.
11/1/2016		SCEP Team will meet to review the progress on goals and action steps
2/1/2017		SCEP Team will meet to review the progress on goals and action steps
3-Apr		SCEP Team will meet to review the progress on goals and action steps
Jul-17		SCEP Team will meet to review the progress on goals and action steps

## 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>	Nov-15
<b>B2. DTSDE Review Type:</b>	State Review

<b>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.</b>	William H. Seward needs to identify and support the social and emotional developmental health of all students and families because less than 100% of students are in attendance each day.
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<b>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.</b>	By June 30, 2017, William H. Seward Elementary will identify and recommend the supports necessary for the social and emotional developmental health of all students and families in order to promote safe and healthy relationships as evidenced by a monthly attendance rate of 95.5% or above.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Average daily student attendance rates.
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<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. 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	11/1/2016	The building and district stakeholders will update and share a student services document, which identifies the services available to families, a summary of the services, and contact information.
9/7/2016	9/30/2016	Seward stakeholders will complete a PBIS kick off and instruction of behavioral expectations for common areas (bathroom, hallway, cafeteria, and playground).
9/30, 10/27,10/31, 2/10		PBIS School-Wide celebrations will be held to increase attendance by 20% over the 15-16 school year.
9/7/2016	6/30/2017	A baseline of data will be created including discipline referrals, CERT (Crisis Emergency Response Team) records, attendance percentages, and counseling logs.
11/1/2016	8/31/2017	The school building will ensure that 90%-100% of all counseling opportunities are filled.
9/9/2016	6/16/2017	The school building leadership team will meet each Friday to identify and implement supports for at-risk students.
9/8,10/6,11/3,12/1,1/5,2/2,3/1,4/5,5/4,6/1		PBIS Discipline Data will be shared at Faculty Meetings. A cooperative learning structure will be used process the data.

## 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>	Nov-15
<b>B2. DTSDE Review Type:</b>	State Review

<b>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.</b>	William H. Seward Elementary needs to identify and/or continue with at least three parent engagement efforts (new or recently implemented efforts from the 15-16 SCEP).
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<b>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.</b>	By June 30, 2017 the school will identify and or continue with parent engagement efforts in order to increase opportunities for communication including at least one reciprocal mode of communication as evidence by parent surveys and a 10% increase in attendance from one school sponsored event to another.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent/Family participation in district/school surveys and attendance at school sponsored events.

<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. 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.
10/19,11/16,3/15,4/26	4/27/2017	All stakeholders will be invited to attend four Community Café Sessions (reciprocal communication opportunity)
8/1/16	11/13/2016	The CIT, PTA, and Café members will adopt/adapt the district wide definition of family involvement and family engagement
8/1/2016	4/30/2017	The CIT, PTA, and Café will explore Family ID as a new communication tool
9/1/2016	10/31/2016	15 % of staff will implement/continue the use of Remind as a communication tool
8/1/2016	12/20/2016	The building staff will encourage families to participate in the Remind initiative to increase membership to 300.
9/1/2016	6/20/2016	A beginning and end-of-year strength based assessment will be implemented with participation of 5 families per grade level and 20 staff members
9/1/2016	6/20/2017	Communication stations will be maintained at Open House (Schooltool, MyMath, Superkids, Remind, SEDH agencies).
9/1/2016	6/30/2017	The building will continue to improve upon a systems approach to serving ELL families including I Translate, curriculum resources, report cards, and PT Conferences and the possible development of an ELL Family Night.
9/1/2016	6/1/2017	Kim Norton will compose 4 family newsletters (hygiene, social media, fostering independence, reciprocal communication and supporting academic success), which will include one grade level highlight
9/1/2016	10/31/2016	School Staff will be updated on the PBIS plan at the start of the year and be provided with a communication tool to use to promote home-to-school connections
9/1/2016	12/1/2016	Community Café members will focus on PBIS Plan and need for common language/strategies between home and school.
8/1/2016	9/30/2016	Continue to monitor attendance numbers at school sponsored events.