
School-Wide Title I Plan
Wm. H. Seward Elementary Auburn
Enlarged City School District

Original Version Created 2010-2011
Revised Summer 2014

School-Wide Title I Team

A School-wide Title I Team was formed at Seward in September 2010. Team members include teachers representing each grade level K-5, the Library Media Specialist, the School Psychologist, a Reading Teacher, a Reading Teacher Assistant, a Teachers Aide, a parent, the school Principal, a District Literacy Coach, and the district Director of Social Studies, ELA, Foreign Languages and Fine Arts.

This team met monthly throughout the 2010-2011 academic year to address the required components of the School-wide Title I Plan. Follow up and related activities took place at monthly Faculty and Grade Level Meetings. This allowed for input from all Seward Faculty and Staff members.

Parent presentations regarding the plan took place at each of the three parent meetings held throughout the school year. Presentations were also made at Parent Teacher Association Meetings. Parent input was encouraged at these venues and others throughout the year.

District practices and personnel expertise were explored throughout the year to address the nine components of this plan. Contributing information were the Assistant Superintendent for Instruction, the Assistant Superintendent for Personnel, and members of the Universal Pre-Kindergarten Committee.

Since the original creation of the Title 1 Plan, Seward Elementary School was designated as a school in need of improvement for the 2011-2012 school year. This meant the School wide Title I Team became the School Quality Review Team and, after completing the review, wrote a Comprehensive Education Plan to address the needs of Seward students.

During the 2012-2013 year, the Auburn Enlarged City School District was designated as a Focus District. As a Focus School, the team at Seward completed a self-assessment, participated in a Focus Review, and complete a School Comprehensive Education Plan.

As a result, the Title 1 plan will be available on the building's website. Information concerning the plan will be discussed at faculty meetings and during Parent-Teacher Association. The current plan will work in conjunction with William H. Seward's School Comprehensive Education Plan (SCEP).

Components of the Seward Title I School-Wide-Plan SWP

1. Comprehensive Needs Assessment

A School Quality Review was completed in 2011-2012. This required the team to compile a great deal of information on such topics as parental involvement, improving student achievement, etc. Results are on file and were used in the completion of the CEP.

The Focus Team completed a self-assessment in the 2012-2013 academic year. This evaluation was followed by a Focus Review completed by a local team (BOCES and district level personnel). Included in this review, students and teachers completed surveys that were used, along with interviews and data collected, in the writing of the final SCEP.

A district team completed a self-review in March of 2014. As a result, the plan was updated during the summer of 2014.

2. School-Wide Reform Strategies

Throughout the 2010-2011 school year, the SWP Team investigated, designed, and implemented strategies to address our school goal: Every student at Wm. H. Seward Elementary will meet or exceed state standards in English Language Arts and Mathematics. These strategies, based on analysis of data, are listed below. Continuing in the 2014-2015 school year, the faculty and staff will:

1. utilize data to drive instruction (enhanced by the use of specific protocols and meeting agendas). Teams will create learning targets that are both skill and content driven.
2. use the Leveled Literacy Intervention (LLI) Program with most at-risk primary students.
3. implement the revised RtI Model and assessments, including regular accurate monitoring of at-risk students and daily formative assessments
4. adhere to the district's CIA (Curriculum, Instruction and Assessment) Plan with support of Literacy Coach
5. utilize Differentiated Instruction in all K-6 classrooms and open-ended questions
6. align curriculum to the Common Core Learning Standards
7. work collaboratively to implement a co-teaching model, and create common planning time for teachers to set learning targets and analyze data
8. post learning targets and "I can...statements"
9. effectively utilize Co-Teaching/Inclusion Model and Literacy Coach.
10. a community survey will be completed and compared to the data in the attached appendix 2
11. pilot a new Instructional Delivery Model
12. implement the Community Café Approach to foster parent engagement.

3. Instruction by Highly Qualified Teachers

Wm. H. Seward Elementary School is in compliance with the requirements of Section 1119 which states that - each school year teachers hired and teaching in a program supported with Title I, Part A and Title II, Part A funds must be highly qualified. The Auburn Enlarged City School District carefully monitors the hiring process to ensure that all candidates meet the standards of highly qualified for the position being sought. The districts hiring process is continually updated and, in 2008-2009, an electronic application process was implemented. All applications are screened to ensure that candidates have the experience, background and necessary certification for a respective position. Administrators review applications and interview only highly qualified candidates. Interviews include Seward School staff members as well as the school principal. Recommendations are then sent to the Assistant Superintendent for Personnel who conducts further interviews. After completing reference checks, the top candidate is then interviewed by the Superintendent of Schools.

In 2013, the district-wide Retention and Recruitment Committee met to finalize a plan for hiring and recruiting personnel. The plan includes a mission statement and actions steps to ensure that highly qualified candidates are selected for employment.

Any changes in personnel that occur between or within school years are communicated to parents in writing with an emphasis on the qualifications of the individual joining the Seward School Staff.

Lastly, the AECSD adopted the New York State Teachers' Union's version of a performance rubric. This rubric focuses on the seven teaching standards and is based upon the collection of evidence to support a final rating for each teacher. All administrators were trained and calibrated as a means of ensuring consistency and quality evaluations. In addition, the use of Right Path will be implemented in the 2014 school year. This tool is an electronic student management tool, which provides specific feedback to teachers and administrators on their performance, utilizes data to drive instruction, and will serve as a curriculum management system.

4. High Quality and Ongoing Professional Development

Multiple opportunities for professional development are available to Auburn Enlarged City School District (AECSD) staff members each year. Training designed to address programs/concerns specific to the district are provided through the Cayuga-Onondaga BOCES and/or within the district itself. Information regarding such opportunities is disseminated and posted on a regular basis, and a database has been developed that allows the district to keep a record of the professional development activities of each staff member.

The AECSD has scheduled two full and two half-day Staff Development Conference Days during the upcoming year. The dates are October 24, 2014 (full day), December 12, 2014 (half-day), March 20, 2015, and May 15, 2015. Along with the Professional

Development Planning Committee, principals and staff members provide input into the planning of these days. Time is often provided for buildings to work on specific initiatives.

Monthly Faculty Meetings at Seward Elementary are devoted to professional development. During the 2014-2015 academic year, and based on the staff input, Differentiated Instruction, Data-Driven Decision-Making, community communication, and Common Core Learning Standards will be topics of these meetings. Also for review will be topics such as Running Records, CIA, and Balanced Literacy. These topics will be explored further throughout the 2014-2015 school year.

Time is provided in faculty and grade level meetings for professional discussions and sharing of best practices. Time to compare student work, such as the district developed writing prompts which are administered three times each year, is also scheduled into these meetings.

All teachers were given the opportunity to participate in targeted and high-quality professional development opportunities during the summer of 2014. The topics included:

1. Response to Intervention (RtI)
2. Co-Teaching
3. ELA NYS Modules for implementation of the Common Core
4. Workshops on MyMath and Glencoe-two programs designed to align instruction in math to the Common Core Learning Standards
5. Springboard Training for all Grade 6 Teachers
6. Superkids (K-2 implementation)
7. Development of a Parent Resource Webpage
8. Introduction to the new K-12 Social Studies Framework
10. Vertical conversations in regards to grade 6-8 alignment of curriculum (Science, Math, Social Studies)
11. STEM Collaborations
12. Right Reason Training
13. New Teacher Orientation

The AECSD created the following positions/maintains the following positions to offer job-embedded professional development:

1. Literacy Coach (2)
2. Director of Instruction

3. Professional Learning Coach (from Cayuga-Onondaga BOCES)
4. Technology Staff Developers (2)

5. Strategies to Attract High Quality/Highly Qualified Teachers

Initial responsibility for recruiting potential candidates for employment within the Auburn Enlarged City School District is given to the Assistant Superintendent for Personnel. This individual attends teacher recruitment events throughout New York State to encourage highly qualified candidates to consider applying to the district. However, the district outreach to highly qualified candidates extends beyond New York State borders. Openings are posted in several local newspapers, and through the web based, online application system as well. Potential candidates are encouraged to view the district's website.

The Auburn Enlarged City School District also works closely with local colleges and universities to enhance teacher recruitment efforts. District schools, including Seward Elementary School, host practicum students and student teachers each year. Mentor teachers and building administrators observe these individuals closely and many eventually seek employment within the school district.

In 2013, the district-wide Retention and Recruitment Committee met to finalize a plan for hiring and recruiting personnel. The plan includes a mission statement and actions steps to ensure that highly qualified candidates are selected for employment.

6. Strategies to Increase Parental Involvement

The following activities will be continued/implemented during the 2014-2015 School Year:

- Kindergarten Orientation
- Title I Meetings & Open House
- Title I Meeting at a community venue
- Walk Your Child to School Day
- Book Fair Family Night/Curriculum Night
- PTA -Meetings
- Principal's Coffee
- Book & Breakfast Events
- Learning Fair/Title I Meeting
- 6th Grade Reception & Award Ceremony 2015
- Kindergarten Reception 2015

Activity Day June 2015

Monthly Event Calendars Bi-Monthly Newsletters

Remind 101

Community Café Approach

PTA Meetings will continue to be publicized and held in the late afternoon and evenings so parents can attend. Childcare is also available during the meetings. For parents who cannot, or prefer not to, attend meetings, the option to volunteer to help with a specific event(s) is provided.

Character Education Assemblies for Bullying at Seward School will be held in the cafeteria in small groups. This was very well received (2013-2014) and will be continued for 2014-2015.

Seward Elementary has introduced a communication feature known as Remind101. This method connects the building to the community via email or text message. Phone numbers and email addresses are kept confidential. The goal is to have 25% of the total family population sign up for the messaging.

The SCEP Team determined that multiple modes of parent/teacher conference should be made available to families. Facetime, Skype, and phone conferences are among the suggestions.

7. Transition Plans

Preschool

A number of strategies to help students successfully transition from preschool programs into Seward Elementary are in place. Kindergarten Registration will be held in May 2015. Prospective students and their parents come to Seward School, meet staff members (i.e. the principal, the school nurse, the secretary, kindergarten teachers, etc.), and are screened with the Developmental Indicators for the Assessment of Learning, Third Edition (DIAL 3). Parents also spend time with district health staff to communicate any health related needs and/or concerns they had.

Each spring, a parent meeting is held at the Cayuga-Seneca Action Agency. An elementary principal and at least one kindergarten teacher from the Auburn Enlarged City School District attend this meeting. Parents are presented with a sample schedule of a typical kindergarten day, and an overview of the grade level curriculum. Parents are also given the opportunity to ask questions of the district staff.

Also in the spring semester, students attending the Head Start Program, and the Early Childhood Program, who will attend Seward School in the fall, visit the building with their teachers and support staff. They spend time in a kindergarten classroom, meet kindergarten, main office, and cafeteria staff members, take a tour of Seward, and have a snack in the cafeteria.

A Kindergarten Orientation will be scheduled for August 2014. This annual event gives parents and students the opportunity to meet their teachers, visit their classrooms, and meet their classmates. Parents are given an overview of the curriculum and students

get to ride on a school bus as well. A redesign of this event is being considered for the 2015 School Year.

Sixth Grade

Plans for the transition from sixth to seventh grade are now being reviewed and an update is planned for spring of 2015. Proposed events include a visit from the principal of Auburn Junior High School in May, as well as a student trip to the junior high building in June. A member of the AJHS special education staff will be invited to all annual review meetings on students going into seventh grade. Other events that took place during the 2013-2014 School Year include 6th Grade attendance at the AJHS musical and a summer orientation held at AJHS.

A district committee is was formed to review the current options for 6th Grade transition. Mr. Montgomery and Mrs. Lattimore will chair the work. Students, caregivers, district personnel, teachers and support staff will be invited to be part of the work. Updates will continue during the 2014-2015 school year.

A Principal's Advisory group was created in 2013 and will continue for the 14-15 school year. The group consists of eight sixth-grade students, who serve in a decision-making capacity in the building. Students work collaboratively with adults in the building to implement activities that assist sixth-graders in transitioning to AJHS.

8. Including Teachers In Academic Decisions

It is clearly recognized that efforts to improve student achievement will only be successful with the input and investment of the teaching staff. With this in mind, teachers will have the opportunity for input in a variety of ways, including:

Faculty Meetings, Data Inquiry Team Meetings, Grade Level Meetings, Title I Team Meetings, RtI Meetings, Child Study Team Meetings, The Needs Survey, and PTA Membership.

In 2013, a team named the Continuous Improvement Team was created. Teachers and support staff will discuss building concerns and work collaboratively to create methods for improving teaching and learning. The committee and the subcommittees will continue in 2014-2015 and a community outreach will be implemented to include families.

9. Effective & Timely Assistance for At-Risk Students (see Dee about this piece or Stacey)

Response to Intervention (RTI) training has been provided to a team of Seward staff members and initial training provided to the entire teaching staff. The RTI

process is being implemented at Seward School. Teachers will make a referral to the principal or school psychologist and the process will begin.

As part of the district AIS and Curriculum, Instruction and Assessment Plans, teachers are being trained in the use of running records as a means of monitoring student progress. AIS teachers already monitor the progress of more severely at risk students using running records and/or the DIBELS Next. Seward School has two full time and one half time AIS reading teachers and one full time AIS math teacher. Two full time AIS teacher assistant positions are also at Seward, and teacher assistants work in both ELA and Math as needed.

During the 2014-2015 school year, the district will continue to use the Leveled Literacy Intervention Program (LLI) by Fountas and Pinnell and trained reading teacher and special education teachers in its use. This intensive intervention will be used to address the needs of those Seward students determined to be the most at-risk in first through third grades.

An After School Literacy Program is in place at Seward. This six-week program targets the sixteen most at-risk students in the first and second grades. Students meet twice a week with a teacher and trained volunteers to work on a variety of basic literacy skills.

The Auburn Enlarged City School District has developed a summer program called the Summer School Transition and Enrichment Program (SSTEP). This program serves approximately 140 students from the three elementary schools in Auburn that receive Title I funding. Over 40 Seward School students attended during the summer of 2011 and we are committed to promoting this program in the future as well.

10. Coordination and Integration of Federal, State, and Local Services and Programs

As a Title I school, William H. Seward Elementary receives additional funds to support student achievement to help meet the diverse needs of our students who do not meet or exceed standards. We coordinate and integrate our services and programs by:

- Hiring staff paraprofessionals and providing professional development
- Early Intervention Program/Instructional Delivery Model*
- Purchase of resources, supplies and/or materials
- Extended Day Program (tentative beginning date April 2014) for 50 students per day through the Community Schools Grant.
- ELL/ESOL teacher

Part A

* **Proposal:** As a means of supporting the mission of the Auburn Enlarged City School District to provide equitable educational opportunities and experiences necessary to develop confident life-long learners, and to assist children in achieving their individual

potential in academic, social, emotional and physical skills, a reorganization of current Academic Intervention Services and staff is being proposed.

Rationale: As a result of this plan

- Students will experience an increase in teacher contact time with primary service providers/educators.
- Teachers will increase direct involvement with progress monitoring tools thus maximizing **data-driven instruction**.
- Students and teachers will have increased opportunities to **differentiate instruction**.
- The current **Inclusive Education** initiative will be maximized.

The Response to Intervention(RtI) Model will be integrated with Academic Intervention Services (AIS) and the inclusive education instructional delivery model to maximize educator effectiveness and differentiate instruction for all levels of learners.

Part B

Goal: Develop a uniform structure for the monthly 2 hour “Data Inquiry” meeting to include focused discussion on CCLS, Learning Targets, RtI, and data analysis.

Action Steps

1. Adopt/adapt meeting protocols.
2. Establish agenda format
3. Build school year schedule of opportunities to practice “data inquiry” meeting protocols/norms.
4. Using the RtI model, the Data Inquiry team will establish learning targets for “all students.”

Appendix 1

Wm. H. Seward Elementary School
Title I Parent Needs Assessment Questionnaire

1) Please rank order what you feel is most important about a strong educational program.

_____ Safety

_____ Instruction

_____ Activities

_____ Other- _____

2) From an instructional standpoint, please rank order what areas are most important to you?

_____ Math

_____ Reading

_____ Social Studies/ Science

_____ Social Skills

_____ Other - _____

3) How can Seward Elementary school best serve your child's/family's needs?

4) If there was one improvement you could make at Seward School, what would it be?

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Appendix 2

Wm. H. Seward Elementary School Title I Parent Needs Assessment Questionnaire Results

The questionnaire was handed out to parents in the front foyer during Open House on September 23, 2010. Approximately 100 completed surveys were turned in. The following are the results:

1) Please rank order what you feel is most important about a strong educational program.

_____ Safety – 60% ranked it #1; 33% #2; 7% #3

_____ Instruction – 49% ranked it #1; 47% #2; 3% #3; 1% #4

_____ Activities – 6% ranked it #1; 10% #2; 83% #3; 1% #4

_____ Other- communication(2); health(2); fun(2); support for struggling students(2); structure/discipline; respect; technology; staff competency; extra curriculars; socialization; enrichment; art

2) From an instructional standpoint, please rank order what areas are most important to you?

_____ Math – 18% ranked it #1; 51% #2; 23% #3; 7% #4

_____ Reading – 69% ranked it #1; 26% #2; 5% #3; <1% #4

_____ Social Studies/ Science – 3% #1; 6% #2; 39% #3; 50% #4; 2% #5

_____ Social Skills - 22% ranked it #1; 13% #2; 33% #3; 29% #4; 2% #5

_____ Other – manners; specials(4); music(2); art; athletics; public speaking; writing; rational thinker/problem solver; respect; computers

3) How can Seward Elementary school best serve your child's/family's needs?

- Communicate/work with parents
- A safe environment
- A good education
- Supportive teachers

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