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

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2018-2019 School Comprehensive Education Plan (SCEP)



|                            |   |       |                            |
|----------------------------|---|-------|----------------------------|
| Contact Name               | Amy Mahunik   | Title | Principal                  |
| Phone                      | (315)255-8604   | Email | amymahunik@aecsd.education |
| Website for Published Plan | <a href="http://www.aecsd.education/seward">http://www.aecsd.education/seward</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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

| Position  | Signature  | Print Name           | Date      |
|---|--|----------------------|-----------|
| Superintendent  |   | Mr. Jeff Pirozzolo   | 7/31/2018 |
| President, B.O.E. /<br>Chancellor or Chancellor's<br>Designee |  | Mrs. Kathleen Rhodes | 7/31/2018 |

### 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 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) |
|-----------------|-------------------------------------|-----------------|-------------|
| May 3, 2018     | William H. Seward Elementary School |                 |             |
| June 5, 2018    | William H. Seward Elementary School |                 |             |
| June 21, 2018   | William H. Seward Elementary School |                 |             |
| July 9, 2018    | William H. Seward Elementary School |                 |             |
| July 11, 2018   | William H. Seward Elementary School |                 |             |

| Name              | Title / Organization                     | Signature |
|-------------------|--|-----------|
| Amy Mahunik       | Principal                                |           |
| Amber Allenbrandt | Administrative Intern                    |           |
| Kevin Casler      | Coordinator                              |           |
| Jennifer Whipple  | Director of Elementary Special Education |           |
| Lisa Mizro        | Grade 1 Teacher                          |           |
| Melanie Maher     | Grade 6 Teacher                          |           |
| Erin Northrup     | Special Education Teacher                |           |
| Mary Solomon      | School Psychologist                      |           |
| Kara Georgi       | Parent Representative                    |           |
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## 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).

Teachers increased the use of technology for instruction. Continuous professional development was offered in this area by teacher leaders. Data collection systems were established to support the implementation of tiered behavioral supports.

- 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.

Data Inquiry Team (DIT) facilitators were provided additional support in facilitating meetings and working with colleagues to determine identified groups for Extended Learning Time. It was determined that the facilitators had veered from the agreed upon Lipton and Wellman Learning Cycle protocol, which caused less productive meetings. The review of the expectation of the use of Lipton and Wellman Learning Cycle Protocol provided for more productive meetings for the winter and spring DIT meetings.

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

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

Teachers will continue to refine their skills in articulating learning targets to ensure that the students understand what they are learning. The building leader will establish a process in collecting multiple forms of data to make informed decisions for the building. The school will continue to refine practices in communicating with families and to meet the mental health needs of the students.

- 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, identifying and supporting 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.

The use of the Google Suite will enable the building leader to extract data from multiple sources to make building-wide decisions. The Extended Learning Time (ELT) block will provide teachers with the opportunity to regularly progress monitor student growth. Faculty meetings will be used to provide professional development in unpacking standards and learning effective strategies for communicating with families.

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

Lack of substitute teachers for Data Inquiry Team (DIT) meetings- will be addressed by strategic planning of DIT dates in conjunction with other buildings to increase the likelihood of positions being filled, staff participation in planned action steps- will be addressed by regular follow-up work with specific expectations, active participation by families in communication survey - will be addressed by the use of School Messenger, Remind, and having chrome books on available for use at school-sponsored events

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

Discussion and collaboration activities on unpacking learning standards at faculty meetings, staff support with progress monitoring tool, professional development for teachers in understanding and responding to the mental health needs of our students

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

Faculty meetings, building grade level meetings, use of Google Classroom, Community Cafe, Open House, curriculum events, newsletters, Remind communication tool, parent-teacher conferences

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

Faculty meetings, building grade level meetings, district grade level meetings, school building website

## Tenet 2: School Leader Practices and Decisions

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| <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>   |  | March 12th, 2018  |
| <b>B2. DTSDE Review Type:</b>   |  | District Led School Review  |
| <b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b> |  | Based on the 2018 DTSDE review, there lacks a system at William H. Seward Elementary School in which data is collected and regularly analyzed to inform building based decisions. Such a system is needed to streamline a comprehensive set of data for the school leadership team to make sound building-based decisions that will benefit the school community and lead to success for its students.  |
| <b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>  |  | By June 30th, 2019, 100% of school leadership will create and utilize an alignment system to collect and analyze data in order to make building-based decisions to achieve sustainability and fidelity of established building goals as evidenced by meeting minutes for individual problem solving meetings, results compiled in a monthly pivot table to organized the data, quarterly newsletters shared with the school community, and faculty meeting agendas.   |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>  |  | school tool attendance data, school tool behavior data, PBIS minor tracking form data, daily emails to staff, google classroom staff surveys, parent/caregiver attendance at school events  |
| <b>E1. Start Date:</b><br>Identify the projected start date for each activity.  | <b>E2. End Date:</b><br>Identify the projected end date for each activity. | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b> |
| September 1, 2018   | September 27, 2018   | Activity: Create an electronic system for collecting data of school attendance, school behavior, communication to staff, and family attendance at school sponsored events<br>Person(s) Responsible: Building principal<br>Who will Participate: Building principal<br>How Often: One time<br>Impact: The establishment of a digital system to organized data from multiple sources will allow the the building principal to collectively analyze the data and make building-based decisions.  |

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| September 28, 2018 | June 28, 2019 | <p>Activity: Extract data from the above identified sources and input into a pivot table utilizing Google Suite</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building principal</p> <p>How Often: Monthly</p> <p>Impact: The data will be organized in a manner that allows the building principal to analyze trends in order to make building-based decisions.</p>   |
| September 14, 2018 | June 14, 2019 | <p>Activity: Individual Problem Solving Meetings where attendance and behavioral data will be regularly analyzed</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building principal, school psychologist, social worker</p> <p>How Often: Weekly</p> <p>Impact: Regular review of student attendance and behavioral data will allow the building principal, school pscyhologist and social worker to identify specific student needs and to align supports for students and their families where needed.</p> |
| September 24, 2018 | May 13, 2019  | <p>Activity: Communicate school attendance and family attendance with the school community through four newsletters</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building principal and families</p> <p>How Often: Quarterly</p> <p>Impact: The school community will receive regular updates on school attendance and family attendance to school-sponsored events, which will promote their active participation.</p>   |
| September 6, 2018  | June 6, 2019  | <p>Activity: Communicate school attendance data, behavior data and family attendance data with school staff at faculty meetings</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building principal and school faculty</p> <p>How Often: Monthly (first Thursday of every month)</p> <p>Impact: Sharing the sources of data will provide the school faculty with information to enable them to contribute to building-wide decisions.</p>   |



### Tenet 3: Curriculum Development and Support

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| <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>   |  | March 12, 2018  |
| <b>B2. DTSDE Review Type:</b>   |  | District Led School Review  |
| <b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b> |  | Based on the 2018 DTSDE review and the Regional Special Education-Technical Assistance Support Center walk-through data, all teachers do not regularly communicate prioritized standards and post learning targets. The results reflect that students do not regularly understand the focus of the lessons being taught.  |
| <b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>  |  | By June 30, 2019, 100% of teachers will explicitly communicate learning targets for lessons aligned to the school district's prioritized curriculum in order to raise student achievement as evidenced by classroom observations conducted by the leadership team.  |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>  |  | Leadership team will create an informal visit checklist, conduct informal visits, and gather anecdotal student results data in order to monitor the recommended strategies being used and provide instructional guides for teaching the learning targets.   |
| <b>E1. Start Date:</b><br>Identify the projected start date for each activity.  | <b>E2. End Date:</b><br>Identify the projected end date for each activity. | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b> |
| September 6, 2018   | September 6, 2018  | Activity: Using a template to unpack learning standards, teachers will be provided with a review of how to unpack a standard to determine the priority of the standard and be able to formulate a learning target.<br>Person(s) Responsible: Building principal<br>Who will Participate: School faculty<br>How Often: One time<br>Impact: By unpacking the standards and determining the priority of the standard, teachers will be able to formulate and articulate learning targets that correspond to the learning standards in the their classroom, which will provide students with the support to understand the goal of each lesson.             |

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| September 4, 2018 | September 30, 2018 | <p>Activity: Create an informal visit checklist for assessing classrooms currently posting learning targets in classrooms</p> <p>Person(s) Responsible: Building principal, leadership team</p> <p>Who will Participate: Building principal, leadership team</p> <p>How Often: One time</p> <p>Impact: An informal checklist will allow the building leadership to efficiently collect data in order to assess the progress of staff posting learning targets and students being able to identify the objective of the lesson.</p>                  |
| September 4, 2018 | June 30, 2019      | <p>Activity: Communicate</p> <p>Person(s) Responsible: Building Principal, Leadership Team,</p> <p>Who will Participate: Leadership team, school faculty</p> <p>How Often: Monthly</p> <p>Impact:</p>   |
| September 4, 2018 | June 30, 2019      | <p>Activity: Conduct informal visits in all building classrooms</p> <p>Person(s) Responsible: Building Principal, Leadership Team</p> <p>Who will Participate: Leadership team, classroom teachers, selected students</p> <p>How Often: Weekly</p> <p>Impact: By conducting informal visits that include student responses, the leadership team will gain a better understanding of current practices and use the data collected to drive professional development and teacher trainings towards implementation of learning target instruction.</p> |
| January 3, 2019   | May 2, 2019        | <p>Activity: Provide feedback to teachers at building faculty meetings and grade level meetings</p> <p>Person(s) Responsible: Building Principals</p> <p>Who will Participate: School Faculty</p> <p>How Often: Two times</p> <p>Impact: By sharing the data collected, teachers will evaluate the progress of the school's implementation of utilizing learning targets to increase student engagement and achievement levels.</p>   |

### Tenet 4: Teacher Practices and Decisions

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| <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 high levels of engagement, thinking and achievement.</b>  |
| <b>B1. Most Recent DTSDE Review Date:</b>   |  | March 12, 2018  |
| <b>B2. DTSDE Review Type:</b>   |  | District Led School Review  |
| <b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b> |  | Based on 2018 DTSDE review and lack of sufficient progress monitoring data for identified students who are at-risk, a system needs to be established for school staff to collect progress monitoring data, analyze the results and make decisions based on the data. The school needs to create this system in order to adequately determine if students are responding to interventions and to make subsequent decisions regarding student instruction based on individual needs.  |
| <b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>  |  | By June 30, 2019, 100% of identified students will be regularly progress monitored in order to assess their response to their assigned intervention as evidenced by teachers' progress monitoring schedules, Extended Learning Time (ELT) plans, progress monitoring data retrieved from the DIBELS online management system, data from the tri-annual screenings and minutes from Response to Intervention (RtI) meetings.   |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>  |  | meeting agendas and minutes for Response to Intervention (RtI) meetings, Extended Learning Time (ELT) plans following each Data Inquiry Team (DIT) meeting, progress monitoring data  |
| <b>E1. Start Date:</b><br>Identify the projected start date for each activity.  | <b>E2. End Date:</b><br>Identify the projected end date for each activity. | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b> |
| September 6, 2018   | September 6, 2018  | Activity: Review criteria for students requiring progress monitoring data at September faculty meeting<br>Person(s) Responsible: Building Principal<br>Who will Participate: School faculty<br>How Often: Once<br>Impact: School faculty will understand which students they are responsible for when forming intervention groups and establishing a progress monitoring scheduling.  |

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| October 1, 2018    | June 1, 2019       | <p>Activity: Data Inquiry Team meetings</p> <p>Person(s) Responsible: Data Inquiry Team facilitator</p> <p>Who will Participate: K-6 instructional staff</p> <p>How Often: Four times a year</p> <p>Impact: The DIT meetings will serve as a formal release time for teachers to review all student data, to identify those students at-risk, and to make decisions on appropriate interventions for those students.</p>  |
| September 24, 2018 | September 28, 2018 | <p>Activity: Review of how to input progress monitor data into the DIBELS online management system</p> <p>Person(s) Responsible: Data Inquiry Team facilitator</p> <p>Who will Participate: Grade level teams and reading teachers</p> <p>How Often: One time</p> <p>Impact: The review of how to input progress monitoring data will ensure that teachers understand the process and expectations to adequately record individual student data to be assessed for decision making.</p>   |
| September 5, 2018  | June 28, 2019      | <p>Activity: Input of progress monitoring data</p> <p>Person(s) Responsible: Teachers identified at the DIT meetings</p> <p>Who will Participate: Teachers identified at the DIT meetings, the classroom teacher, and special education teacher for students with an IEP</p> <p>How Often: Bi-weekly</p> <p>Impact: The DIBELS management system will organize the student progress monitoring data and provide the teachers with the resources to analyze each individual student's response to the assigned intervention in order to make subsequent instructional decisions</p>  |
| November 19, 2018  | June 3, 2019       | <p>Activity: Teachers will complete the RtI referral documentation form prior to the RtI meetings with pertinent information</p> <p>Person(s) Responsible: Staff member who is providing the intervention and progress monitoring the identified student</p> <p>Who will Participate: General education teacher, staff member providing intervention (if not the general education teacher), school psychologist, social worker and principal</p> <p>How Often: Quarterly</p> <p>Impact: The completion of the RtI referral form will provide all stakeholders at the meeting with pertinent information in order to make decisions for individual students. The form will also serve as a tool to continually assess the student's individual progress and will allow the school to share with another school should the student exit."Activity: Teachers will complete the RtI referral documentation form prior to the RtI meetings with pertinent information</p> |
| November 19, 2018  | June 3, 2019       | <p>Activity: Response to Intervention (RtI) meetings</p> <p>Person(s) Responsible: Building principal and school psychologist</p> <p>Who will Participate: Identified teachers, building principal, and school psychologist</p> <p>How Often: Quarterly</p> <p>Impact: The meetings will serve as a formal review of student data to determine if identified students at-risk are responding to the assigned intervention or if another intervention needs to be implemented.</p>   |

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

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| <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>   |  | March 12th, 2018  |
| <b>B2. DTSDE Review Type:</b>   |  | District Led School Review  |
| <b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b> |  | Based on the 2017-18 DTSDE school review; the PBIS Tiered Fidelity Inventory, which reflected a rate of 77% in PBIS implementation; and the increase in student referrals for school-based counseling, there is a need for the school staff to actively participate in PBIS to effectively support the students at William H. Seward Elementary School. PBIS supports are not being implemented consistently and increasing mental health needs are impacting instruction.  |
| <b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>  |  | By June 30, 2019, 100% of teachers will implement Tier I of PBIS in order to build full school-wide participation that will decrease instances of behavioral issues and increase the ability to cope with adverse conditions as evidenced by PBIS data completion for minor behaviors, attendance at PBIS sponsored events, and classroom observations by the leadership team.  |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>  |  | Participation in the PBIS minor behavior form, attendance at PBIS sponsored activities, implementation of the Brooks Gibbs program to promote healthy mental health of students, schedule for PBIS lessons, informal checklists from classroom observations   |
| <b>E1. Start Date:</b><br>Identify the projected start date for each activity.  | <b>E2. End Date:</b><br>Identify the projected end date for each activity. | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b> |
| September 6, 2018   | September 6, 2018  | Activity: Review of PBIS principles and expectations at the first faculty meeting of the school year<br>Person(s) Responsible: Building principal and PBIS team<br>Who will Participate: School staff<br>How Often: One time<br>Impact: Teachers will receive a review of the PBIS principles and expectations of the building principal in regards to 100% participation by all school staff   |

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| September 4, 2018  | September 4, 2018 | <p>Activity: Create an informal visit checklist for assessing evidence of PBIS participation in the classroom and community areas in the school (i.e.: cafeteria, playground, restrooms, hallway)</p> <p>Person(s) Responsible: Building Principal, leadership Team</p> <p>Who will Participate: Building Principal, leadership team</p> <p>How Often: One time</p> <p>Impact: An informal checklist will allow the building leadership to efficiently collect data in order to assess the progress of full PBIS participation by the school staff.</p> |
| September 5, 2018  | September 7, 2018 | <p>Activity: Students will be taught the PBIS lessons for the areas of the school that include: cafeteria, restrooms, hallways, classrooms, and playground.</p> <p>Person(s) Responsible: Building principal and PBIS committee</p> <p>Who will Participate: All staff and students</p> <p>How Often: One time for all students and repeated lessons will be provided for needed students</p> <p>Impact: School staff and students will use a common language and know the expectations of behavior in the school.</p>                                  |
| September 10, 2018 | June 21, 2019     | <p>Activity: Conduct informal visits</p> <p>Person(s) Responsible: Building principal, leadership team</p> <p>Who will Participate: Leadership team and school staff</p> <p>How Often: Weekly</p> <p>Impact: By conducting informal visits, the leadership team will gain data to support PBIS participation by all school staff members.</p>   |
| September 4, 2018  | September 8, 2018 | <p>Activity: The sharing of the agreed upon health curriculum for grades 5 and 6</p> <p>Person(s) Responsible: Grade 6 teacher</p> <p>Who will Participate: Grade 5 and 6 teachers</p> <p>How Often: One time</p> <p>Impact: The teachers will be provided with the agreed upon health curriculum for their grade level in order to implement it in accordance with the New York State Learning Standards in Health.</p>  |
| September 1, 2018  | June 30, 2019     | <p>Activity: Grade 5 and 6 teachers will implement the "Raise them Strong" online program developed by Brooks Gibbs</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Grade 5 and 6 health teachers</p> <p>How Often: 7 times</p> <p>Impact: The implementation of the "Raise them Strong" online program will provide students with instruction on being resilient, coping with situations and leading lives with healthy relationships.</p>   |
| March 28, 2019     | March 28, 2019    | <p>Activity: Grade 5 and 6 students will attend the Brooks Gibbs presentation on bullying</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: All teachers and students in grades 5 and 6</p> <p>How Often: One time</p> <p>Impact: Students will receive instruction on identifying and responding to situations in which bullying is taking place to support the empowerment of students.</p>   |
| September 14, 2018 | June 14, 2019     | <p>Activity: Individual Problem Solving Meetings where attendance and behavioral data will be regularly analyzed</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: Building principal, school psychologist, social worker</p> <p>How Often: Weekly</p> <p>Impact: Regular review of student attendance and behavioral data will allow the building principal, school psychologist and social worker to identify specific student needs and to align supports for students and their families where needed.</p>              |
| September 5, 2018  | June 28, 2019     | <p>Activity: The school building will ensure that 100% of all counseling opportunities are filled.</p> <p>Person(s) Responsible: Building principal, school psychologists, social worker</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>  |



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| September 6, 2018 | June 6, 2019 | <p>Activity: The PBIS committee will share discipline data and reinforce the regular implementation of PBIS with the school's staff at faculty meetings.</p> <p>Person(s) Responsible: PBIS committee and building principal</p> <p>Who will Participate: All staff</p> <p>How Often: Monthly</p> <p>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.</p> |
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**Tenet 6: Family and Community Engagement**

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| <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>   |  | March 12, 2018  |
| <b>B2. DTSDE Review Type:</b>   |  | District Led School Review  |
| <b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b> |  | Based on the 2018 DTSDE review and 2017-18 family engagement survey, the William H. Seward Elementary School community identified that they are not regularly contacted by school staff. The school needs to provide support to staff members in order to more effectively communicate with families through multiple modalities and become more responsive to trauma sensitive concerns.   |
| <b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>  |  | By June 30, 2019, 100% of teachers and leaders will communicate with parents in verbal and digital formats in order to improve the delivery of communication between school and home as evidenced by parent communication survey response data.   |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>  |  | Pre and post communication survey data obtained from parents/caregivers and school staff; participation of staff in professional development sessions in regards to effective communication strategies and trauma sensitivity, resilience and/or mental health; participation of parents/caregivers at Community Cafe sessions; parent participation level at parent-teacher conferences; parent participation in "Raise Them Strong" mental health online program, percentage of teachers who utilize a digital form of communication (i.e.: Remind, Class Dojo)   |
| <b>E1. Start Date:</b><br>Identify the projected start date for each activity.  | <b>E2. End Date:</b><br>Identify the projected end date for each activity. | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b> |
| September 5, 2018   | September 30, 2018   | Activity: Baseline communication survey<br>Person(s) Responsible: Building principal<br>Who will Participate: Staff members, parents/caregivers<br>How Often: One time per school year<br>Impact: Attain a baseline for method and content of current forms of communication between teachers and parents/caregivers to reveal the areas of needed support for staff members and parents/caregivers   |
| June 1, 2019  | June 30, 2019  | Activity: Post communication survey<br>Person(s) Responsible: Building principal<br>Who will Participate: Staff members, parents/caregivers<br>How Often: One time per school year<br>Impact: The school will be provided the opportunity to measure the growth in effectiveness of communication between school and home.  |



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| 10/4/2018,<br>12/6/2018, 2/7/2019 | June 30, 2019      | <p>Activity: Professional development at faculty meetings to provide strategies for effective communication with parents/caregivers to staff members that includes trauma sensitivity, resilience and mental health</p> <p>Person(s) Responsible: Building principal</p> <p>Who will Participate: School staff members</p> <p>How Often: 3 times a year</p> <p>Impact: Teachers will be provided with the support to implement effective strategies when communicating with parents/caregivers.</p> |
| Sept. 20, 2018,                   | October 4, 2018    | <p>Activity: Community Cafe focused discussion based around building community between staff and families</p> <p>Person(s) Responsible: Building principal and Community Cafe facilitator</p> <p>Who will Participate: Community Cafe participants and staff members</p> <p>How Often: Two times</p> <p>Impact: Assist families in productively communicating with school staff and understanding school expectations</p>   |
| September 4, 2018                 | September 30, 2018 | <p>Activity: Teachers will establish digital communication accounts (i.e.: Remind, Class Dojo)</p> <p>Person(s) Responsible: General education and special education teachers</p> <p>Who will Participate: Teachers, parents/caregivers</p> <p>How Often: One time</p> <p>Impact: Families will receive regular communication from school staff in order to create a culture of partnership between families and school.</p>  |