

CONTINUATION PLAN
School Improvement Grant (SIG) 1003(g)
2015-16

School:	Van Duyn Elementary	District:	Syracuse City school District
BEDS Code:	421800010006	District Contact:	Dr. Zheadric Barbra
Enrollment:	380	SIG Model:	Turnaround
Grades Served:	Pk-5	Cohort:	4

Green	No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model.
Yellow	Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model.
Red	Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible.

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.	Green	The Executive Director of School Turnaround (Zheadric Barbra) oversees turnaround efforts at all iZone schools including Van Duyn. The Office of School Transformation and Innovation (OSTI) serve and assist Van Duyn by providing additional capacity and providing expertise unique to school turnaround. The Community Outreach/Communications Coordinator (Karla Green) is shared with Van Duyn along with all iZone schools. At the district level the direct-line support to iZone/Priority schools has been made available from all department Chiefs of the SCSD, including Teaching and Learning	<i>The OSTI will utilize the support of a program supervisor in the office of Special Programs to ensure compliance and appropriateness of expenditures and efficiencies in grant spending for Van Duyn and the remaining iZone schools.</i> <i>The district level Chief Officers will continue providing supports that cut through red tape and remove barriers quickly so that the strategies employed as described in the grant are done with fidelity.</i>

		<p>(Paula Shannon), Accountability (Brandan Keaveny), Operations (Jaime Alicea), Talent Management (Jeremy Grant-Skinner), and Finance (Suzanne Slack). Each Chief identified staff in their department who serve in a dedicated manner to prioritizing key services to Van Duyn and iZone/Priority schools.</p>	
<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership</u>. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>	<p>Green</p>	<p>The Van Duyn Turnaround School Team (TST) met bi-weekly during the year to determine what strategies are needed or changes that were required to implement the turnaround model with fidelity. The minutes/agendas from each meeting are provided to the OSTI and the Superintendent. The OSTI presented an overview of the turnaround strategy for Van Duyn and all iZone schools during a board retreat and is available to board members when needed. During weekly Senior Level staff meetings, the ED of Turnaround provides information regarding Van Duyn's turnaround efforts. The ED of Turnaround holds weekly OSTI status meetings with the Outreach Communications Coordinator.</p> <p>The VDES TST fulfilled its 2014-15 goal to encourage and maintain parent and community partners on the TST. Throughout the year, three parents rotated through the TST due to family and work responsibilities. A steady community partner was found in a faculty member from SUNY Oswego. As a result of the partnership with SUNY Oswego, our TST has academic support from a School of Education professor and our teachers benefit from Oswego's Project SMART.</p>	<p><i>Van Duyn (VDES) staff will elect new members for the TST in June 2015 for the 2015-16 year. The existing plan for school turnaround calls for a change of TST members every two years. The incoming and outgoing TST will meet to make the transition smooth.</i></p> <p><i>The TST will focus on setting three instructional priorities that will continue the turnaround at VDES. The priorities will be targeting reading, writing and math. Each priority will include a specific instructional focus with focused progress monitoring.</i></p> <p><i>The TST will continue to meet on a biweekly basis.</i></p>

Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*	Green	<p>Key partners assisting Van Duyn with implementation of school redesign during the school year include: Achievement Network (ANet), Center for Transformative Teacher Training (CTTT), Pearson, and National Center for Time and Learning (NCTL).</p> <p>ANet was selected as they are one of the most capable organizations for designing professional development for schools on effective data-driven strategies to identify and close gaps in student learning and embed those strategies into schools' everyday routines.</p> <p>Rationale: Teachers need to continually assess student learning in order to improve instruction and tailor lessons to individual student needs.</p> <p>Role: ANet provides professional development and guidance to Van Duyn teachers and school leaders in the effective use of DDI.</p> <p>Pearson was selected for their expertise in the area of driving school improvement efforts in high-need, racially and ethnically diverse urban schools in the areas of ELA/literacy and mathematics. During the</p>	<p><i>VDES will maintain partnerships with the organizations listed for 2014-15.</i></p> <p><i>The partnership with ANet will continue evolving around Data Driven Instruction and professional development that support Van Duyn leaders and teachers as they deepen our understanding of data analysis protocols that create opportunities for differentiated learning opportunities for students in meeting mastery in the Common Core Learning Standards. ANet will provide PD which will further develop the school leaders' ability to lead the data inquiry cycle and establish action plans to impact instructional planning and delivery. The VDES Math and ELA Coaches will work together to ensure better alignment between ANet interim assessments and the curriculum pacing and mapping. The ANet consultant will offer PD to teachers to further develop their data analysis and data driven instruction skills necessary to teach and reteach Common Core Standards.</i></p> <p><i>Van Duyn will continue to implement EnVision Math by Pearson for grades Kindergarten through 5th. Support from the math consultant from Pearson will support the work of Van Duyn school leaders,</i></p>

	<p>2014-15 school year, their work at Van Duyn centered on ongoing strategic support, technical assistance and guidance with interim assessments and data analysis; and in-depth job embedded support and coaching from Pearson curriculum consultants. A focus in both ELA and Math centered on differentiation and intervention via small group instruction and centers. The Pearson consultants in ELA and Math were supportive in assisting teachers in developing their small groups and centers as well as in how to progress monitor students in this type of instruction.</p> <p>Rationale: Pearson consultants worked to build the capacity of Van Duyn school leaders, teachers, and VDES Math and Literacy (ELA) Coaches to implement Pearson curriculum via Reading Street and EnVision Math.</p> <p>Role: Pearson Learning Teams and consultants will provide ongoing, site-based support to staff in implementing the Pearson curriculum.</p> <p>National Center for Time and Learning (NCTL) was selected for their expansive work with numerous state departments of education, supported more than 100 schools and districts, advised members of Congress, and studied the successful implementation</p>	<p><i>instructional coaches and teachers to align the program with the Common Core Learning Standards (CCLS) and SCSD curriculum standards.</i></p> <p><i>VDES will no longer utilize Reading Street by Pearson for Kindergarten(K) through 2nd grades for ELA. VDES will adopt Core Knowledge Language Arts instruction for students in grades K-2; and Reading Street for students in grades 3-5. The Literacy (ELA) consultant will continue to support the expectations of Van Duyn, SCSD and the CCLS in order to make the “shift” to provide regular practice with complex text , academic vocabulary, emphasize the building of knowledge through content-rich nonfiction and information texts, and structure meaningful instructional tasks centered around reading and writing grounded in evidence from text.</i></p> <p><i>Van Duyn teachers will also be supported by the Office of Professional Development with opportunities for PD during the summer PD Academy and Saturday Academies that are scheduled four times throughout the school year to improve their skills in literacy via Core Knowledge and Reading Street.</i></p> <p><i>Technical assistance provided from NCTL will continue. During the 14-15 school year, the school day will be extended by an additional 30 minutes for all students attending Van Duyn. With the technical assistance from the NCTL, Van Duyn will</i></p>
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	<p>of schools with more learning time and was identified as being well-positioned to support Van Duyn and all iZone/priority schools as we make the most of expanded learning time to positively impact student achievement.</p> <p>Rationale: Consultants worked with Principal Williams and the Van Duyn Turnaround Team regarding the effective utilization of their expanded learning time to increase academic learning, provide enrichment opportunities during the school day for all students and to provide more time for teachers to study, develop and plan implementation of best practices as they deliver Common Core aligned instruction.</p> <p>Role: NCTL Consultants provided technical assistance to Principal Williams and the Van Duyn Turnaround School Team during the school year. Sessions consisted of half and full-day sessions, which included all members of the TST.</p> <p>NCTL conducted two onsite progress monitoring visits. School site visits focus on the implementation of the <i>Seven Essential Elements of High Quality Expanded Learning Time</i> (focused priorities, high quality instruction, targeted interventions and acceleration, frequent data cycles, teacher collaboration and professional development, engaging enrichment, and enhanced school culture). The purpose of the visits was to provide information to the school leadership and TST as well as to inform their coaching efforts.</p>	<p><i>create a schedule that provides more learning time for students daily to provide a total of 90 additional minutes of instruction during the school year. The continued technical assistance will provide comprehensive implementation support to Van Duyn’s continued implementation of Extended Learning Time (ELT) in 2015-16. Progress monitoring is a key component of the ELT implementation technical assistance; it will provide Van Duyn and the district with actionable feedback throughout the year, help the iZone partner network support schools and the district in their work to address areas of improvement.</i></p> <p><i>Progress monitoring data collection at Van Duyn will fall into the following categories:</i></p> <ul style="list-style-type: none"> • <i>Time use data – How are schools purposing time across the expanded day?</i> • <i>High-quality implementation – How schools are implementing NCTL’s Seven Essential Elements?</i> • <i>Teacher and student perceptions – What are the perceptions of the expanded day/year?</i> • <i>Student achievement – What does proficiency and growth data reveal about student progress?</i> • <i>Student attendance and discipline – How is student engagement changing with expanded time?</i> • <i>Cost and sustainability – What is the cost and to what extent are SCSD iZone schools reallocating resources?</i>
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	<p>The Center for Transformative Teaching provided an external coach that supported the transformation of the VDES voice to the research based dynamic of No Nonsense Nurturing. VDES staff learned a no-nonsense yet nurturing approach to managing their classrooms - one that promotes the academic success of all students. In addition the external coach provided PD for the VDES internal coach and teachers with Real Time Teacher Coaching.</p>	<p><i>CTTT will assist VDES in expanding the No Nonsense Nurturing Program into a comprehensive whole School Culture Plan. Through research-validated methods found in the No-Nonsense Nurturer Program, CTTT will work with VDES to meet the following goals:</i></p> <ul style="list-style-type: none"> ▪ <i>Establish a no-nonsense yet nurturing school culture</i> ▪ <i>Dramatically reduce the number of classroom referrals and out-of-school suspensions</i> ▪ <i>Establish effective interventions for students the staff find the most challenging</i> ▪ <i>Reduce the stress and frustration of school staff in dealing with student behavior</i> ▪ <i>Create/improve school wide discipline plans, communication plans, and data systems</i> <p><i>The Redhouse Teaching Fellows will deliver CCLS-aligned enrichment instruction to all Van Duyn students on a daily basis. The RedHouse schedule provides classroom teachers with the opportunity for daily PLC and common planning time. Students will participate in monthly 'Shareformance' assemblies. The Redhouse will support the existing Global Citizenship focus at Van Duyn for the 2015-16 school year.</i></p> <p>The Redhouse Arts Center (Redhouse) was selected to provide VDES Enrichment for the 2015-16 year. The RedHouse was chosen for their proposed Fine Arts</p>
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			<p>Teaching Fellowship program and stake in the general Syracuse community.</p> <p>Rationale: Teaching Fellows will work with students during their expanded learning time to provide enrichment opportunities during the school day for all students and to provide more time for teachers to study, develop and plan implementation of best practices as they deliver Common Core aligned instruction.</p> <p>Role: Redhouse Teaching Fellows deliver CCLS-aligned Enrichment opportunities to all Porter students on a daily schedule that provides PLC and common planning time for classroom teachers.</p>
<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>	<p>Green</p>	<p>The external partners were held accountable for performance in assisting Van Duyn with school turnaround efforts through accountability measures based on meeting objectives outlined in the respective service agreements; and includes: monthly reports of progress to OSTI, sign-in sheets and evaluations of PD sessions by participants, feedback from principals at regularly scheduled iZone meetings, review of lesson plans and student data by principals, presentations to the PTO or other school/community members, or annual reports to the Board of Education.</p>	<p><i>The partners will continue to be held accountable based on the objectives outlined in the service agreements.</i></p>

* If the model chosen for this school is a Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2014. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.	Green	The New York State Learning Standards (inclusive of the Common Core) are the foundation and driver of the curriculum taught and learned at Van Duyn Elementary School. The new core academic program developed in Syracuse City Schools, including Van Duyn Elementary, is based on three interrelated aspects of the instructional core: teachers (instruction), students (learning), and content (curriculum). The curriculum is a set of guidance tools—comprised of standards, pacing guides, detailed instructional units, and interim, curriculum-based assessments—incorporating all Common Core standards and in alignment with NYS testing program expectations. During 2012 SCSD teachers under the guidance and direction of the ELA and Math Coordinators engaged in the work of developing and revising the standards-based curriculum and assessment platform for English Language Arts and Mathematics in grades PreK-12 for use by all teachers of those grades and subjects.	<p><i>Van Duyn teachers will continue delivering instruction aligned to the CCSS. Van Duyn will continue to use Reading Street (Grades 3-5) with Pearson and will incorporate the shifts of the Common Core Learning Standards. In addition, Core Knowledge will be used for grades Kindergarten -2.</i></p> <p><i>Van Duyn teachers will continue delivering mathematic instruction through the CCSS aligned enVision Math program with Pearson.</i></p> <p><i>Van Duyn teachers will also be supported by the Office of Professional Development with opportunities for PD during the Summer PD Academy and Saturday Academies scheduled and offered throughout the school year. In addition the SCSD ELA and Math Coordinators will continue to support the Van Duyn ELA and Math instructional coaches at Van Duyn.</i></p>
ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of	Green	Van Duyn English Language Arts and mathematics curriculum units contain specific guidance for instruction (including the instructional shifts) in the form of teaching points in each curriculum unit, rubrics, exemplars, and sample suggested lesson plans. In addition, the district has provided guidance related to expected	<i>The instructional coaches will continue supporting the teachers to improve best practices that positively impact student performance and mastery of CCSS via the SCSD Curriculum. Instructional coaches will attend Leadership Academy throughout the year with the principal; the focus of these sessions is on the</i>

<p>instruction (Connect with iii below.).</p>		<p>instructional dosages (time/focus) within ELA and mathematics and across all content areas ensuring equal access to the expected curriculum for all students. Van Duyn Elementary School has full-time Literacy and Mathematics Instructional Coaches who provide on-going professional development, support, and guidance to teachers as they plan and deliver lessons based on the new curriculum making effective use of the expected instructional shifts.</p> <p>Students participate in a tiered interventions system, including tier 1 (during the school day), tier 2 (during and after school--a variety of discipline content-focused after school programs), and tier 3 (for students in need of specially designed instruction and support).</p>	<p><i>instructional shifts in ELA, Math and SS curriculum.</i></p> <p><i>Van Duyn teachers will continue to be released and provided expanded time for job embedded professional development during the school day to learn and further develop instructional strategies related to the instructional shifts required to improve student learning as measured through CCSS assessments, district assessments and formative assessments in the school.</i></p> <p><i>The RedHouse will provide enrichment activities for students while teachers are released as an entire grade level. The enrichment activities are rooted in a curriculum which focuses on diverse cultures, art, music and drama.</i></p>
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>	<p>Green</p>	<p>During the 2014-15 school year, the school day was extended by 90 minutes for all Van Duyn students. Principal Williams and the Turnaround School Team fully utilized the technical support provided by NCTL during the 2014-15 school year to establish and refine the delivery of ELT to meet and exceed the requirements of the Board of Regents, which included integrating academics with engaging and relevant activities; addressing unique learning needs of all students; and enrichment that supported both academic and social-emotional outcomes. The increased learning time at Van Duyn was provided and required for all students enrolled at the school.</p>	<p><i>During the 2015-16 school year, the school day will remain extended by 90 minutes for all students attending Van Duyn. With the technical assistance from the NCTL, Van Duyn will maintain a schedule that provides more learning time for students daily and provides 90 additional hours of instruction during the school year. The additional time will be used for core instruction and to provide enrichment activities for students daily that bolster student growth academically, socially and emotionally. The enrichment time will allow teachers to receive additional professional development to improve their practice. VDES TST continues to</i></p>

			<p><i>work with NCTL to develop a schedule that will allow for teachers to become experts in a subject area and therefore deliver exceptional lessons.</i></p> <p><i>Through a partnership with The RedHouse, students' learning experiences will be enriched the as they are taught their role in understanding themselves and the world around them through the richness of diverse cultural arts. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork.</i></p> <p><i>The theme for Van Duyn remains Global Citizenship. Through the arts, students will be able to connect with people of like and/or diverse cultures more deeply; thus creating the foundation to forge social bonds and community cohesion as global citizens</i></p>
<p>iv. Describe the school's functional cycle of <u>Data-Driven Instruction/Inquiry</u> (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p>	<p>Green</p>	<p>During the 2014-15 school year, Van Duyn Elementary utilized a data-driven system based upon a purposeful and strategic use of performance data from a "nested" system of standards-driven classroom, school, district, and state level assessments. Van Duyn Elementary School, partnered with the Achievement Network (ANet) to build additional internal capacity for data-driven instruction. With mastery of the New York State learning standards (including the Common Core) as the basis for the</p>	<p><i>Van Duyn teachers will continue participation in ongoing PD with the Achievement Network to assist in using protocols in the analysis of student achievement data to modify instructional design to impact student mastery of CCLS. The partnership with ANet will continue evolving around Data Driven Instruction and professional development that support Van Duyn leaders and teachers as they deepen their understanding of data analysis protocols that create opportunities for</i></p>

<p><i>(Please see below for additional required information)*</i></p>	<p>assessment system, teachers and other instructional staff use formative, interim, and summative assessment results to make instructional and programmatic decisions. This cycle of assessment occurred four times during the 2014-15 school year and Van Duyn teachers participated in dedicated professional learning sessions whereby they mined student data and created reteaching plans for identified standards missed. Assessment coaches from ANet visited the schools throughout the school year and provided support in grade level meetings, assessment team meetings, TST's; etc.</p> <p>VDES grade-level teams met 4-5 times weekly in the Professional Learning Community room where our instructional coaches and administrators to conduct data analysis, co-planning, and development of re-teaching strategies. Following each ANet cycle the teams met to identify priority standards around which to develop lessons. In order to monitor achievement more effectively, teachers tracked student proficiencies on questions that were specifically connected to the standards teachers had taught during the time between each testing cycle. Skills are scaffolded to address areas of misconception. Reassessment data shows that students are capable of learning the standards within the cycle of data inquiry, reteach/reassess. This is a data protocol adopted by VDES after professional development with the ANet consultant</p> <p>Evidence of Impact</p>	<p><i>differentiated learning opportunities for students in meeting mastery CCLS.</i></p> <p><i>Van Duyn will continue to implement the use of Data Binders next year. Each student at Van Duyn will have a data binder to track attendance, behavior, math and ELA data. Students will randomly be called to the office to review and explain their personal data with the principal.</i></p> <p><i>The Office of Shared Accountability has provided access to the online data dash board which is available to all iZone and SCSD schools. The online dash board provides access to monitor the district's progress as well as that of our individual schools. Click here to reveal the most current statistics and trends taking place in the SCSD.</i></p> <p><i>The data dashboard allows all users to search school level reports, which show school attendance, report card grades by subject area, New York State ELA and Math levels and more. High school reports will also show graduation rates and Regents exam passage by subject area, by school and by district.</i></p> <p><i>Users who access the Public Data Dashboard will also be able to access district demographics, report card grades by course, teacher attendance, statistics on student discipline and more.</i></p>
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		<ul style="list-style-type: none"> • 51% of VDES students moved their reading levels at one or more year's growth based on Running Record data. • 33% of students were on benchmark at the beginning of the school year and now 56% of students are on benchmark based on Running Record data. • The VDES 2nd graders showed the most growth in their Running Record levels with 81% of the students showing growth of one or more year. As a result the 2nd graders were 5% above the SCSD Network in ELA across all four interim assessments this year. • The VDES 5th graders made 48% growth of one or more years in their Running Records data. As a result the 5th graders were 5% above the SCSD Network in ELA across all four interim assessments this year. • With the exception of grade 4, all ANet testing grades (2-5) were above the SCSD network in Math for all four interim cycles. The 5th grade was the highest at a rate of 4%. 	
v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population.	Green	The school-wide framework utilized for providing academic, social-emotional and student support includes the reliance on the	<i>The school will continue to improve systems listed and employed at Van Duyn currently in supporting students in the area of academic,</i>

<p>Describe the school’s operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>		<p>Positive Behavioral Interventions and Supports (PBIS) framework. Within this framework, all students were provided with universal interventions that are preventive and proactive. This approach is supported by a student monitoring system facilitated through the <i>Promise Zone</i> Student Support Team. The student monitoring system collects data in the areas of academic, health/wellness and social/emotional development, leading to designations of “on-track to thrive”, “on-track”, or “off-track” in each domain reflecting student attendance, ELA and math scores, report cards, student suspensions and behavior referral data. In addition to the framework utilized, Van Duyn also utilizes a student support team consisting of an administrator, teachers, social worker, counselor or psychologist and a school support specialist.</p>	<p><i>social-emotional learning to remove barriers that can impede student success. The Van Duyn Student Support Team will continue streamlining the processes to support students proactively prior to identification for risk in terms of academic and social/emotional designations.</i></p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school’s approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>Green</p>	<p>Van Duyn utilizes the PBIS framework to address the area of safe and orderly school climate. Van Duyn staff utilizes methods for providing students with opportunities to learn appropriate behaviors for school and the expectations required during their time there. These may include check-in/check-out, time out, reflection room; etc. Van Duyn partnered with the Center for Transformative Teacher Training, who provided the framework for effective classroom management through the No Non-sense Nurturer (NNN) approach. All Van Duyn teachers completed an initial day of training regarding the approach,; in addition, Principal Williams identified a real-time teacher coach that provides</p>	<p><i>The school will continue implementing strategies learned from the No Nonsense Nurturer approach to promote effective classroom management. Building on the Real Time Teacher Coaching and No-Nonsense Nurturer initiatives this year, this opportunity serves as a pilot whereby effective instructional coaches, having already been trained in management protocols, expand their efficacy by using the ground-breaking bug-in-the-ear coaching model to engage teachers on their pedagogical “moves” that support student learning.</i></p> <p><i>CTTT will assist VDES in expanding the No Nonsense Nurturing Program into a</i></p>

		<p>coaching throughout the year to teachers in the school.</p> <p>A team Van Duyn teachers attended the PBIS training for year two implementation schools during the summer of 2014. This training allowed to the team to return to school to implement class level and individual incentives for students meeting the CHAMPS expectations for academic achievement and behavior. CHMAPS are Courageous, Hardworking, Achievers, Motivated, Persistent, Scholars.</p>	<p><i>comprehensive whole School Culture Plan. Through research-validated methods found in the No-Nonsense Nurturer Program, CTTT will work with VDES to meet the following goals:</i></p> <ul style="list-style-type: none"> ▪ <i>Establish a no-nonsense yet nurturing school culture</i> ▪ <i>Dramatically reduce the number of classroom referrals and out-of-school suspensions</i> ▪ <i>Establish effective interventions for students the staff find the most challenging</i> ▪ <i>Reduce the stress and frustration of school staff in dealing with student behavior</i> ▪ <i>Create/improve school wide discipline plans, communication plans, and data systems</i> <p><i>The district partnership with Educators for Social Responsibility will continue to provide support with the Code of Conduct that will impact the processes by which student discipline is applied at Van Duyn. The Van Duyn Student Support Team will support teachers and staff with the SCSD Code of Conduct and focus on restorative practice in supporting students.</i></p>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>	<p>Green</p>	<p>Family and community communication at Van Duyn Elementary School included the active participation of parent volunteers in the schools' parent-faculty organization (PFO), and Family Fun in Learning events and activities. Principal Williams hosted several events during the year that promoted parent participation which</p>	<p><i>The school will continue with many formal and informal strategies previously listed. Most notably will be the continuation of Family Fun Nights held every month during the 2015-16 school year. The Community Outreach Coordinator will work with the Van Duyn leadership to promote the school and the turnaround by implementing marketing</i></p>

	<p>included; Parent University Book Study, Assessment Night, Math/ELA Night, and Parent Saturday Academies. Parents receive information via the Monday Data Matrix (sent weekly), parent letters and whole school and classroom newsletters. The Schoolmessenger system is utilized 3-4 times a month to communicate with parents about things that support student learning and parent engagement.</p> <p>The school also utilizes the iZone Facebook to share news about the school. Further, the OSTI <i>Community Outreach Coordinator</i> is dedicated to supporting Van Duyn and all iZone schools in strengthening parent involvement including special event planning; and public relations development through community education, involvement and support.</p>	<p><i>strategies to include: Van Duyn themed posters, professional quality rack cards and faith based partnership whereby the school is adopted by an organization and supported throughout the school year.</i></p>
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* **Academic Achievement Data** - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

<p>Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:</p>			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify and describe the <u>training, support, and professional development</u> events during the year-one implementation period and the year-two implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable</p>	<p>Green</p>	<p>Pearson PD provided: Job-embedded support for Van Duyn administrators and coaches; consultative services and administrative coaching; Small-Group Lesson Study was designed and completed to provide a coaching cycle for Van Duyn</p>	<p><i>Professional development provided by Pearson, ANet, SCSD Instructional Coaches, NCTL, and CTTT will continue during the upcoming school year with all staff being required to participate as agreed to by the signing of the Election to Work Agreement to</i></p>

<p>outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>		<p>grade level teams through learning focused conversations ; two-day coaching and modeling; During this one day cycle, grade level teams plan a Reading Street, My Sidewalks, or enVision lesson, observe the lesson implementation by the Pearson consultant, and analyze the effectiveness of the lesson in meeting specific student needs. After the lesson implementation, participants collaborate to plan future lessons that incorporate strategies for differentiating instruction observed during the lesson implementation.</p>	<p><i>remain at Van Duyn. By virtue of the modified schedule that includes the enrichment time for students, more professional development will be job embedded during the school year.</i></p>
		<p>ANet PD included: DDI Coaching for Leaders – This training prepared the Van Duyn Data team to draw conclusions on interim assessment data and to determine priority standards for modification of instructional plans. The ANet item analysis training helped teachers identify student misconceptions, and to determine what expectations they would set for re-teaching and re-assessment. Data Meetings and Debriefing – Throughout the year ANet co-facilitated data meetings with the Van Duyn leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. ANet coached leaders on how to manage staff to follow through on re-teaching plans and aligned classroom observations to data.</p> <p>Expected outcomes for this PD included developing leaders to become strong</p>	<p><i>Professional development provided Pearson, ANet, SCSD Instructional Coaches, NCTL, AFT and CTTT will continue during the upcoming school year with all staff being required to participate as agreed to by the signing of the Election to Work Agreement to remain at Van Duyn. By virtue of the modified schedule that includes the enrichment time for students, more professional development will be job embedded during the school year.</i></p>

	<p>facilitators of data meetings and able to manage staff to follow through re-teaching plans developed as a result of the data analysis conducted.</p> <p>Common Core Job-Embedded Support for Elementary Educators-(Facilitated SCSD Instructional Coaches and Office of Teaching and Learning)</p> <p>Training, coaching, and modeling: Through a variety of contexts such as presentations at team-meetings, instructional modeling with de-briefing, and/or book studies, instructional coaches will engage educators in dialogue around the instructional shifts in the common core and how the shifts should impact instructional content and delivery.</p> <p>Increased alignment of instructional practices to the Common Core State Standards as measured by the Instructional Practice Evidence Guides for Common Core State Standards for Literacy and Mathematics (Achieve the Core).</p> <p>NCTL PD Included: Two full-day sessions occurred with all members of Van Duyn’s Turnaround School Team, one in February and the other in May. In between these two sessions each school participated in a full day on-site visit from NCTL staff to determine program effectiveness at Van Duyn as it relates to extended learning time. NCTL consultants were able to assess how the staff at Van Duyn was using time and the initial steps</p>	
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		<p>for redesigning the 2014-15 schedule.</p> <p>This PD allowed the school to examine progress they have made related to ELT priorities, particularly the use of common planning time and differentiated supports for students. Additionally, the Van Duyn TST was able to study and understand the Seven Essential Elements of high quality expanded time schools and for the schools to reflect on their own practices, identify improvement opportunities, and work plan to implement short-term and mid-term improvements at their schools. These sessions will reinforce work that the schools will have already completed on focused school priorities and will inform schedule changes for the 2014-15 school year.</p>	
<p>ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p>Green</p>	<p>Administrative monitoring visits are regularly conducted at Van Duyn Elementary School to monitor the effects of the training, support, and professional development provided to the school. The Literacy and Math Instructional Coach provided job-embedded professional development during the school year in supporting teachers by providing ongoing coaching, feedback and support to strengthen their instructional practice and to improve their classroom management and student engagement skills. In addition, classroom observations were conducted by Principal Williams, assistant principal and/or peer observers. Teachers were identified for additional support based on the results of their classroom observations</p>	<p><i>Principal Williams will continue to monitor the effectiveness of training provided during the school year by completing formal and informal teacher observations; classroom walkthroughs and the application of instructional rounds which are focused to examine recurring problems of practice for improvement throughout the school year.</i></p> <p><i>Teachers will continue to participate and complete a PD Needs Assessment in the spring to help the leadership team determine and evaluate what training and support is still needed based on teacher feedback. This information will be triangulated between teacher observation data reports, student performance data and other data indicators to pin point the true needs for continued</i></p>

		and student performance data. All Van Duyn teachers were provided the opportunity to complete a PD needs assessment to ascertain what additional support is needed and their perceptions of the impact that the current PD has on their instructional practice.	<i>professional development at the school.</i>
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Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>key strategies</u> for year-one implementation period (September 1, 2013, to August 31, 2014) and for year-two implementation period (September 1, 2014 to August 31, 2015) that are aligned to the goals identified in the “School Overview” section of the original SIG application.	Green	<ul style="list-style-type: none"> • Provide intensive/expand coaching and on-going PD • Evaluating leaders/teachers and holding them accountable for results. • Implementing a rigorous screening/hiring process to ensure staff quality. • Extended instructional learning time for all students. • Implementing a sustainable data analysis and review process that will enable teams to assess student performance. • Establish positive proactive communication with family and community partners. • Provide systemic, job-embedded instructional support to faculty in core content areas, DDI, PBIS, PAX, Classroom Climate, Student Engagement and CCSS aligned curriculum. • Monitoring and tracking leading 	<p><i>Recommendation 1:</i></p> <p><i>Van Duyn will increase student achievement through the implementation of personalized Blended Learning. Van Duyn students in grades 3-5 will participate in the first wave of a personalized, blended learning initiative established by the Syracuse City School District in partnership with Ed Elements. Blended learning is an approach that combines face-to-face interactions with technology-based learning. Blended learning will give teachers the opportunity to build differentiated instruction based on individual student needs. Teachers will receive ongoing training and support from Ed Elements and the Blended Learning Team.</i></p> <p><i>Recommendation 2</i></p>

		<p>indicators early and often</p> <ul style="list-style-type: none"> • Making rapid and dramatic adjustments when leading indicators signal that school turnaround is not on track 	<p><i>Van Duyn will increase students' access to effective instruction by extending the reach of effective and highly effective teachers through implementation of an Opportunity Culture Model. Within this model, select effective and highly effective teachers will become multi-classroom leaders (MCLs) and extend their reach to more students directly through on-the-job leadership. This will include grade level/content area leadership, facilitation of team meetings for data-driven instructional practices, modeling effective instructional practices and coaching teachers to increase implementation of effective, research-based instructional strategies and common core shifts. MCLs will be identified for English language arts, mathematics and early primary grades (K-1). They will receive additional training and support through Syracuse City School District's partnership with Insight Education and instructional coaches.</i></p> <p><i>Recommendation 3</i></p> <p><i>Van Duyn will continue to improve instruction by retaining only effective and highly effective teachers through the by extending the Memorandum of Understanding (MOA) - Election to Work Agreement (EWA) between Syracuse City School District and the Syracuse Teachers Association. The MOU allows for flexibility in staff selection, transfer, and school level professional development, specific articles of the Collective Bargaining Agreement, and Extended</i></p>
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			<p><i>sessions and conduct a parent survey needs assessment for content and curriculum support and time of day that is most beneficial for parents.</i></p> <p><i>Van Duyn will expand the use of digital technology and social media to engage parents via the following platforms: Facebook, electronic survey (Survey Monkey and Kahoot), Podcasts, Periscope, Instagram and Edline among others.</i></p> <p><i>Recommendation 6</i></p> <p><i>Van Duyn will continue the partnership with Achievement Network in providing training around (DDI) data driven instruction and the utilization of interim assessments. The professional learning and assessment data will continue guiding Van Duyn teachers in targeted intervention for all Van Duyn students.</i></p> <p><i>The principal will participate in EdStat sessions, a performance management process, focused on continuous improvement to review data, determine action steps, remove barriers and set benchmarks for moving student achievement forward.</i></p> <p><i>Recommendation 7:</i></p> <p><i>Strengthening school leadership improves student achievement by increasing leader capacity and effectiveness. The Principal engages in priority driven monthly Leadership Academies designed and</i></p>
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			<p><i>school schedule that provides enrichment activities for students through partnership with The RedHouse.</i></p> <ul style="list-style-type: none"> • <i>Adjusting the monitoring and tracking of leading indicators according to results. -- Evaluating leaders and teachers and holding them accountable for results; Van Duyn will continue to use the application "Classroom Walk-thru" so that immediate feedback can be given to teachers via e-mail.</i>
<p>ii. Identify the “early wins” for year-one of implementation and “<u>significant wins</u>” for year-two that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>	<p>Green</p>	<ul style="list-style-type: none"> • Implemented all aspects of the proposed redesign plan with fidelity • Recruited and placed confident and capable school leaders and a Turnaround School Team that is oriented to and equipped for continuous improvement and student success • Established a sustainable process for school operational and student performance analysis • Built a CHAMPS school culture and environment that is based on high expectations, respect, and co-accountability for performance • Increased the rate at which students are taught by “effective” and “highly effective” teachers • Fostered an informed and engaged school community in which families and neighborhood partners express positive perceptions of the 	<p><i>Van Duyn Leadership along with the TST will modify the redesign plan as necessary in response to leading indicators</i></p> <ul style="list-style-type: none"> • <i>Maintain and enhance support for and commitment to the redesign plan</i> • <i>Ensure that the principal and Turnaround School Team are working effectively to achieve turnaround results</i> <p><i>Ensure that teachers utilize data effectively to drive instruction by utilizing:</i></p> <ul style="list-style-type: none"> • Screening and Progress Monitoring Growth (STAR) • Interim Assessments (A-Net) • Attendance • Classroom Walkthroughs • Observations • Analysis of Common Student Work

		<p>school's redesign efforts</p> <ul style="list-style-type: none"> (Improvement in Teacher Attendance, Decrease in Student Discipline Referrals, refinement of common planning for all teachers daily, 100% Student participation in daily Arts Enrichment). 	
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis</u>. Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	Green	<p>Van Duyn examined leading indicators which included; student attendance, teacher attendance, office discipline referrals, and academic indicators bi-monthly. This information was made available from the Office of Shared Accountability. The principal along with the TST and Data Team analyzed this data for establishing plans of improvement.</p>	<p><i>Van Duyn will continue to examine leading indicators which include; student attendance, teacher attendance, office discipline referrals, and academic indicators bi-monthly. The principal along with the TST and Data Team will analyze this data for the creation and modification of plans of improvement.</i></p>

<p><u>Budget Analysis/Narrative and Budget Documents</u> (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.</p>		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
<p>Provide an analysis of year-two implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.</p>	Green	<p>Year two implementation expenditures include: Extended Learning Time stipends for teachers, teaching assistants and non-certified staff for the provision of a longer school day and increased instructional time for students with the primary goal of enhancing student achievement in the areas of ELA and Math; Salary and benefits for academic coaches who supported teacher professional development and imbedded curricular support; Salary and benefits for iZone administrative support which provided a comprehensive and coordinated turnaround effort in the school; Extensions of service to support a Turnaround School Team that meets to discuss goals and objectives of the turnaround effort and make decisions for initiatives based upon data and results; Stipends for parents to participate on the Turnaround School Team to increase parent involvement and engagement, and improve the home-school connection; Services from Achievement Network for the provision of continued support on data-driven instruction and professional development around the use of data to improve instruction; Provision of services from National Center on Time & Learning in support of the effort to maximize student learning time; Services</p>

	<p>from Insight Education for the provision of an individual school review with follow-up planning; Contract with SUNY ESF for the provision of social-emotional, academic and skills enrichment during the school day which allows staff to participate in team planning and professional development; Curriculum support from Pearson in Mathematics and ELA provided teachers with supplemental resources in instruction; Travel costs associated with experiential field trips for students that related content learned in the classroom to real world relationships. The major initiatives of the grant as they relate to expenditures were implemented timely. Student engagement and learning time for all students has been increased and classroom engagement and use of technology is consistently being implemented in the classroom.</p> <p>In summary, funding was allocated and expended to improve and support the school through the office of school turnaround. This provided the school leader with a dedicated executive director to provide consistent and timely support to the schools' turnaround efforts. The SLT teams provided guided leadership in the direction and implementation of turnaround efforts. The first priority of the extended learning time was to ensure that students are engaged and learning for additional time during each day. To this end, the school met this objective through the support of the CBO's that provided enrichment. The content and classroom management are areas of improvement in the coming year and the District will be providing training and support to these CBO's with the goal that the enrichment activities will be more aligned with the common core, engage student's interests and provide for an enriching learning opportunity. Our partnership with the National Center on Time and Learning will continue to support this goal in 15-16. The time that was "freed up" through the CBO partnership, allowed the staff to engage in grade level & content area planning and professional development. Outside of this embedded time, an analysis of time records show that staff, on average, engaged in an additional 35 hours of PD. The partnership with the Achievement Network provided staff with support and engaged them in utilizing data to improve instruction – this will continue in 15-16. The expenditures in 14-15 enhanced the curriculum and instructional programs, increased and enhanced the use of time and learning, utilized external resources to build capacity and sustainability of improvement efforts, improved teaching and teacher quality based upon classroom observations and feedback from our external partner – Insight Education, implemented an innovative and supportive structure of support for this school and implement research-based, engaging curriculum.</p> <p>We are currently partnering with Hezel Associates to conduct an evaluation of the ELT project and those results will not be available until August. We have submitted to NYSED observations from the National Center on Time & Learning from their work in the school.</p>
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		Teacher effectiveness data will not be available until August so our analysis of improved teaching is based upon observations from the principal and preliminary achievement data. School climate has improved due to a reduction in suspensions and referrals, improved attendance and increased parental involvement.
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a Budget Narrative and an FS-10 for the year-two implementation period (September 1, 2014, to August 31, 2015). The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school.</p>		

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	92.46	94.6	89.0	90.47	Green	Overall, student attendance was stable during the first two reporting periods of the school year. The drop in attendance occurring during the reported periods that overlapped the winter.	Van Duyn will continue working with parents utilizing the Social Worker regarding attendance.
Teacher Attendance	99.25	94.15	97.58	95.16	Green	The teacher attendance at VDES had dips and increases throughout the school year. Five teachers were on medical/maternity leave which impacted our teacher attendance. Despite the leave of absences, the teacher attendance at VDES was within our target 96.64%	The principal will continue to monitor and encourage staff to arrive to work daily to maximize opportunity for student success. The principal will share school teacher attendance rate monthly with staff.
Office Discipline Referrals	1	8	1	2	Green	Overall, the discipline referrals at Van Duyn decreased dramatically during the 2014-15 school year in comparison to the	The school will utilize the support provided by Educators for Social Responsibility and will provide training to the Van Duyn SST

						2013-14 school year.	that supports the SCSD Code of Conduct and focuses on restorative practice in supporting students.
Extended Learning Time	100%	100%	100%	100%	Green	<p>Extended learning time has been included in the school day since the first day of school whereby students receive an additional 90 minutes every school day.</p>	<p>Extended learning time will continue for the upcoming school year for students and teachers. The specific CBO selected for Van Duyn is RedHouse. RedHouse was selected to for Van Duyn because the project based and immersive learning styles used allows students to participate in multiple arts based units that engage, apply and reinforce ELA, math, science and social studies standards during the school year.</p> <p>The Redhouse Arts Center (Redhouse) was selected to provide VDES Enrichment for the 2015-16 year. The RedHouse was chosen for their proposed Fine Arts Teaching Fellowship program and stake in the general Syracuse community.</p> <p>Rationale: Teaching Fellows worked will work with students during their expanded learning time to provide enrichment opportunities during the school day for all students and to provide more time for teachers to study, develop and plan implementation of best practices as they deliver Common Core aligned instruction.</p> <p>Role: Redhouse Teaching Fellows deliver CCLS-aligned Enrichment opportunities to all Porter students on a daily schedule that provides PLC and common planning time for classroom teachers.</p>

