

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

<b>School:</b>	<b>Frazer (PK-8)</b>	<b>District:</b>	<b>Syracuse City school District</b>
<b>BEDS Code:</b>	421800010022	<b>District Contact:</b>	Dr. Zheadric Barbra
<b>Enrollment:</b>	957	<b>SIG Model:</b>	Turnaround
<b>Grades Served:</b>	Pre-K-8	<b>Cohort:</b>	4

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

<b>District Accountability and Support</b> (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.	<b>Green</b>	The Executive Director of School Turnaround (Zheadric Barbra) oversees turnaround efforts at all iZone schools including Frazer. The Office of School Transformation and Innovation (OSTI) serve and assist Frazer by providing additional capacity and providing expertise unique to school turnaround. The Community Outreach/Communications Coordinator (Karla Green) is shared with Frazer along with the remaining 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 (Paula Shannon), Accountability (Brandan Keaveny), Operations (Jaime Alicea), Talent Management (Jeremy Grant-Skinner), and Finance (Suzanne Slack). Each Chief identified employees in their	<i>The OSTI will utilized 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 Frazer 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>department who serve in a dedicated manner to prioritizing key services to Frazer and iZone/Priority schools.</p> <p><b>Frazer families come from every neighborhood in Syracuse. It has proven difficult to get parents to school consistently with regards to school events. Quarterly events will be scheduled and planned on different evenings and days at different times (ie; immediately following school, evening, and weekends as well as inviting parents during school hours).</b></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 Frazer TST meets bi-weekly during the year to determine what strategies were needed or changes that were required implementing 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 Frazer 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 Frazer's turnaround efforts. The ED of Turnaround holds weekly OSTI status meetings with the Director of Operation and Outreach Communications Coordinator.</p>	<p><i>The TST will continue to meet, but will look at ways to encourage better participation by the parents and community members that serve on the team.</i></p>

<p><b>Partnerships</b> (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:</p>			
Design Element	Status	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year

	(R/Y/G)		
<p>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.*</p>	<p>Green</p>	<p><b>Key partners</b> assisting Frazer with implementation of school redesign during the school year include: <b>Pearson, National Center for Time and Learning (NCTL) and the Achievement Network (ANet), the MOST, Baltimore Woods</b></p> <p><i>ANet</i> 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><b>Rationale:</b> Teachers need to continually assess student learning in order to improve instruction and tailor lessons to individual student needs.</p> <p><b>Role:</b> ANet provides professional development and guidance to Frazer teachers and school leaders in the effective use of DDI.</p> <p><i>National Center for Time and Learning (NCTL)</i> 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 of schools with more learning time and was identified as being well-positioned to support Frazer and all</p>	<p><i>The partnership with ANet will continue evolving around Data Driven Instruction and professional development that support Frazer leaders and teachers as they deepen their understanding of data analysis protocols that creates opportunities for differentiated learning opportunities for students in meeting mastery CCSS. The PD will focus on school leaders being able to lead the data inquiry cycle and establish action plans to impact instructional planning and delivery. The Math and ELA Coordinator will work together to ensure better alignment between ANet interim assessments and the curriculum pacing and mapping. The most noticeable change will be teachers will participate in professional development in the summer 2014 to enable them to move into the upcoming school year equipped with the data to appropriately prepare instructional units, plans and student support schedules to positively impact their learning during the school year.</i></p> <p><i>Technical assistance will continue being provided by NCTL. With the technical assistance</i></p>

	<p>iZone/priority schools as we make the most of expanded learning time to positively impact student achievement. <b>Rationale:</b> Consultants worked with Principal Carpenter and the Frazer 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. <b>Role:</b> NCTL Consultants provided technical assistance to Principal Carpenter and the Frazer Turnaround School Team during the school year. Sessions consisted of half and full-day sessions, which included all members of the TST.</p>	<p><i>from the NCTL, Frazer will create a schedule that provides more learning time for students daily and provides 90 additional hours of instruction during the school year. The continued technical assistance will provide comprehensive implementation support to Frazer and the remaining iZone schools as they implement ELT in 2015-16. Progress monitoring is a key component of the ELT implementation technical assistance; it will provide Frazer 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 Frazer will fall into the following categories:</i></p> <ul style="list-style-type: none"> <li>• <i>Time use data – How are schools purposing time across the expanded day?</i></li> <li>• <i>High-quality implementation – How are schools implementing NCTL’s Seven Essential Elements?</i></li> <li>• <i>Teacher and student perceptions – What are the perceptions of the expanded day/year?</i></li> <li>• <i>Student achievement – What does proficiency and growth data reveal about student progress?</i></li> <li>• <i>Student attendance and discipline – How is student engagement changing with expanded time?</i></li> <li>• <i>Cost and sustainability – What is the cost and to what extent are SCSD iZone schools reallocating resources?</i></li> </ul>
--	--	---

<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 are held accountable for performance in assisting Frazer 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.

<b>Educational Plan</b> (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
<p>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.</p>	<p>Green</p>	<p>The New York State Learning Standards (inclusive of the Common Core) are the foundation and driver of the curriculum taught and learned at Frazer Elementary School. The new core academic program developed in Syracuse City Schools, including Frazer Elementary, is based on three inter-related 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</p>	<p><i>Frazer teachers will continue delivering instruction aligned to the CCSS. The Common Core Learning Standards for English Language Arts and the SCSD ELA Curriculum outline the ways in which our instruction must “shift” in order to provide regular practice with complex text and its 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. These shifts are evident in the curriculum units themselves and in the resources and</i></p>

		<p>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>	<p><i>professional development that are provided to support their implementation. The shift to the SCSD Language Arts curriculum will be supported by the district ELA Coordinator who supports the ELA instructional coach providing support in Frazer. Frazer 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.</i></p>
<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 instruction (Connect with iii below.).</p>	<p>Yellow</p>	<p>At Frazer 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 instructional dosages (time/focus) within ELA and mathematics and across all content areas ensuring equal access to the expected curriculum for all students. Frazer Middle 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>Frazer 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 which will be focused on the instructional shifts in ELA, Math and new SS curriculum. Frazer teachers will 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. The Museum of Science and Technology (MOST) Collaboration will provide enrichment activities for (6-8) students while teachers are released as an entire grade level.</i></p>
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to</p>	<p>Green</p>	<p>During the 14-15 school year, the school day was extended for all Frazer students. Principal</p>	<ul style="list-style-type: none"> <li><i>During the 15-16 school year, the school day will remain extended by 1</i></li> </ul>

<p>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>Carpenter and the Turnaround School Team fully utilized the technical support provided by NCTL during the 14-15 school year to establish and refine the delivery of ELT to meet the requirements of the Board of Regents, which included integrating academics with engaging and relevant activities; addressing unique learning needs of all types of students; and including enrichment programs that will improve both academic and social-emotional outcomes. The increased learning time at Frazer was provided and required for all students enrolled at the school.</p>	<p><i>hour for all students attending Frazer. With the technical assistance from the NCTL, Frazer will create a schedule that maximizes the extended learning time for students daily. 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. Frazer's Turnaround School Team has been working with NCTL to develop a schedule that will allow for teachers to become experts in a subject area and therefore deliver exceptional lessons. Through partnerships with The Museum of Science and Technology (MOST) and Baltimore Woods, Frazer will be better equipped to infuse STEM throughout the school as (6-8)students will be provided opportunities to learn from science and technology educators, and participate in field trip opportunities daily. The enrichment activities are rooted in different aspects of STEM and provides authentic and relevant experiences for students.</i></p>
<p>iv. Describe the school's functional cycle of <u>Data-Driven Instruction/Inquiry (DDI)</u>. 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</p>	<p>Yellow</p>	<p>During the 14-15 school year, Frazer 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. Frazer Elementary School, along with other iZone schools, partnered with the Achievement Network (ANet) to build additional internal</p>	<p><i>Frazer teachers and leaders 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 CCSS. The partnership with ANet will continue evolving around Data Driven Instruction and</i></p>

<p>resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>		<p>capacity for data-driven instruction. With mastery of the New York State learning standards (including the Common Core) as the basis for the 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 14-15 school year and Frazer 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.</p>	<p><i>professional development that support Frazer leaders and teachers as they deepen their understanding of data analysis protocols that creates opportunities for differentiated learning opportunities for students in meeting mastery CCSS. The PD will focus on Frazer teachers and school leaders being able to lead the data inquiry cycle and establish action plans to impact instructional planning and delivery.</i></p> <p><b><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></b></p> <p><b><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></b></p> <p><b><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></b></p>
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a</p>	<p><b>Green</b></p>	<p>The school-wide framework utilized for providing academic, social-emotional and student support includes the reliance on the Positive Behavioral Interventions and Supports (PBIS) framework. Within this framework, all students were provided with universal</p>	<p><i>The school will continue to improve systems listed and employed at Frazer currently in supporting students in the area of academic, social-emotional learning to remove barriers that can impede student success. The Frazer SIT will continue streamlining the processes to</i></p>



<p>timely and effective manner.</p>		<p>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, Frazer also utilizes a Student Intervention Team (SIT) consisting of an administrator, teachers, social worker, counselor or psychologist and a school support specialist.</p>	<p><i>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>Yellow</p>	<p>Frazer utilizes the PBIS framework to address the area of safe and orderly school climate. Frazer 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. Like all iZone schools, Frazer partnered with the Center for Transformative Teacher Training, who provided the framework for effective classroom management through the No Non-sense Nurturer (NNN) approach. After all Frazer teachers completed an initial day of training regarding the approach, Principal Carpenter identified a real-time teacher coach that provided coaching during the year to teachers in the school.</p>	<p><i>The school will continue implementing strategies learned from the No Non-sense 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>The continued partnership with Educators for Social Responsibility will provide support with the new Code of Conduct that will impact the processes by which student discipline is applied at Frazer by the principal and teachers. ESR will provide training to the Frazer SST that supports following the SCSD Code of Conduct that focuses on restorative practice in</i></p>

			<i>supporting students.</i>
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.	Yellow	Family and community communication at Frazer Elementary School included the active participation of parent volunteers in the schools' parent-teacher organization (PTO), and family events and activities. Principal Carpenter hosted several events during the year that promoted parent participation which included; Multicultural Fair, Math/ELA Night, concerts, dances, iZone staff & parent basketball game, and utilizes parent letters and Schoolmessenger systems to communicate with parents about things that support student learning. Further, the OSTI <i>Community Outreach Coordinator</i> is dedicated to supporting Frazer and all iZone schools in strengthening parent involvement including special event planning; and public relations development through community education, involvement and support.	<i>The school will continue with many formal and informal strategies previously listed. The Community Outreach Coordinator will work with the Frazer leadership to promote the school and the turnaround by implementing marketing strategies to include; Frazer 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>
* <b>Academic Achievement Data</b> - 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.			

<b>Training, Support and Professional Development</b> (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:			
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>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 outcomes, and the method by which providers were/will be	Green	<b>Job-Embedded Support for STEM Team Members</b> <ul style="list-style-type: none"> <li>STEM teachers at Frazer and the remaining iZone middle schools engaged in ongoing content based professional development during the year. These experiences were</li> </ul>	<i>The PLTW certified consultant will continue providing professional development as Frazer implements an integrated STEM curriculum that provides students with a rigorous and</i>

<p>evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>		<p>developed to ensure a deep understanding of the concepts to facilitate integrated lesson planning and differentiation of learning experiences for Frazer students. Gain a deeper understanding of the content needed to design lessons and assessments. As a result, students were scheduled in PLTW courses, labs were equipped with materials and equipment for appropriate instructional delivery and classroom design.</p>	<p><i>relevant STEM curriculum and affords the STEM Coach for Frazer to learn how to better support the STEM teachers within the school.</i></p>
		<p><b>ANet PD included:</b>          DDI Coaching for Leaders – This training prepared the Frazer 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 Frazer 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 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><b>Common Core Job-Embedded Support for Elementary Educators-</b>(Facilitated SCSD Instructional Coaches and Office of Teaching and Learning)</p>	<p><i>Professional development provided ANet, SCSD Instructional Coaches, NCTL and ESR will continue during the upcoming school with all staff being required to participate as agreed to by the signing of the Election to Work Agreement to remain at Frazer. By virtue of the modified schedule that includes the enrichment time for students, more professional development will be job embedded during the school year for further development of teacher content knowledge and instructional pedagogy.</i></p>

	<p>Training, coaching, and modeling: Through a variety of contexts such as presentations at team-meetings, instructional modeling with debriefing, 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><b>Pearson PD</b> provided includes: Job-embedded support for Porter administrators and coaches was provided; consultative services and administrative coaching; Small-Group Lesson observations and feedback.</p> <p><b>NCTL PD Included:</b> Two full-day sessions occurred with all of members of Frazer’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 Frazer as it relates to extended learning time. NCTL consultants were able to assess how the staff at Frazer was using time and the initial steps for redesigning the 14-15 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 Frazer TST was able to study and understand the Seven Essential</p>	
--	---	--

		<p>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 Frazer Elementary School starting 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 the Principal Carpenter, assistant principal and/or peer observers. Teachers were identified for additional support based on the results of their classroom observations and student performance data. All Frazer 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.</p> <p><b>Frazer teachers engaged in Quarterly data reviews of assessment results (ANet) and developed a reteach plan for students on identified priority standards. The addition of</b></p>	<p><i>The school principal will continue to monitor the effectiveness of training provided during the school year by completing formal and informal teacher observations, classroom walk thru's and the application of instructional rounds which are focused to look examine recurring problems of practice for improvement throughout the school year. Teachers will again participate and complete a PD Needs Assessment in the spring to help the Frazer Turnaround School Team determine and evaluate what training and support is still needed based on teacher feedback. This information will also be triangulated between teacher observation data reports, student performance data and other data indicators to pin point the true needs for continued professional development at the school.</i></p>

		<b>Enrichment time provided the opportunity for teachers to be “freed” up to participate in these data and other professional learning daily.</b>	

<b>Project Plan and Timeline</b> (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 two implementation period (September 1, 2014, to August 31, 2015) and for year three implementation period (September 1, 2015 to August 31, 2016) that are aligned to the goals identified in the “School Overview” section of the original SIG application.	Green	<ul style="list-style-type: none"> <li>• Provide intensive/expand coaching and on-going PD</li> <li>• Evaluating leaders/teachers and holding them accountable for results.</li> <li>• Implementing a rigorous screening/hiring process to ensure staff quality.</li> <li>• Extended instructional learning time for all students.</li> <li>• Implementing a sustainable data analysis and review process that will enable teams to assess student performance.</li> <li>• Establish positive proactive communication with family and community partners.</li> <li>• Provide systemic, job-embedded instructional support to faculty in core content areas, DDI, PBIS, Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will analyze data and create action plans based on summative and formative assessments within the district’s assessment framework. Teachers will establish bi-monthly or monthly benchmark targets that break down the year-end SMART goals to track the school’s progress and progress of targeted subgroups.</li> <li>• Frazer will utilize daily collaborative planning time and Superintendent Conference Days that are aligned to interim cycles to allow teachers time to engage in data analysis and planning to meet the needs of students and increase student growth and proficiency rates.</li> </ul>

		<p>Climate, Student Engagement and CCSS aligned curriculum.</p> <ul style="list-style-type: none"><li>• Monitoring and tracking leading indicators early and often</li><li>• Making rapid and dramatic adjustments when leading indicators signal that school turnaround is not on track.</li></ul>	<ul style="list-style-type: none"><li>• Achievement Network will continue providing site-based coaching in establishing a teaching and learning cycle focused on data. The STAR Assessment-Renaissance Learning system will be utilized for the universal screening and progress monitoring tool in ELA and Math.</li><li>• The principal will participate in EdStat performance management sessions at monthly Leadership Academies. Frazer's short cycle data will be used to assess progress on actions aligned to yearly goals. The EdStat sessions center on the 2015-16 District Roadmaps that outline key activities that will support Frazer to meet and exceed the goal.</li><li>• Create a plan to provide specific professional development to staff on how to establish meaningful relationships with families of diverse cultural backgrounds to enhance two-way home school communication, increase parent engagement and, as a result, improve student achievement.</li><li>• Administrators and instructional coaches will support individual teachers' professional growth by ensuring that frequent and targeted informal walkthroughs with feedback are conducted utilizing a tool that is CCLS-aligned. Regular actionable feedback and follow-up provided to all teachers will result in more effective instruction that will increase student growth and proficiency.</li><li>• Frazer will continue the partnership</li></ul>
--	--	---	--

			<p>with the Center for Transformative Teacher Training (CTTT), to provide support for teachers through targeted professional development in restorative approaches in school discipline to establish and maintain a positive learning environment.</p> <ul style="list-style-type: none"><li>• Through the support of CTTT, Frazer's 8-Week Cultural Plan was created and implemented to address school and classroom expectations. On-going real time coaching from CTTT and building-level culture coaches will allow for job-embedded PD and continual monitoring of consistent implementation of the Cultural Plan; as a result, a the school will be a safe environment that is conducive to learning and student achievement will increase.</li><li>• Establish a mentoring program with outside agencies or with the goal of ensuring that students with highest levels of need are assigned a mentor throughout the year. The mentoring programs will target both girls and boys</li><li>• Increase family engagement by providing monthly opportunities for parents to engage in conversations with staff regarding best practices to support students at home. Frazer will target specific grade level learning opportunities for parents to receive hands on experiences and information to support student learning. These targeted learning activities for parents will include teacher- made activities</li></ul>
--	--	--	---



			<p>that support parent understanding of CCLS.</p> <ul style="list-style-type: none"><li>• Strengthen Frazer instructional program and operational flexibility with school-based budget oversight for staffing. Ensure that the instructional program reflects individual students' needs by advocating for student-weighted funding.</li><li>• The principal will engage in priority driven monthly Leadership Academies designed and facilitated by district leaders with technical assistance provided by Insight Education. Strengthening school leadership will improve student achievement by increasing leader capacity and skill in school turnaround practices.</li><li>• The principal will continue participating in the New Principal Institute, which provides a mentor principal to support, inspire, and grow principals new to the district.</li><li>• The principal will also participate in the Turnaround School Leaders Program and receive additional training and support from an assigned mentor and technical partners.</li><li>• Frazer 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</li></ul>
--	--	--	---

			<p>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</p> <ul style="list-style-type: none"><li>• Frazer will continue with the increased length of the school day to provide students with increased learning opportunities provided by Community base organizations. This will increase student achievement by providing students with critical thinking application tasks.</li><li>• The increased length of the school day also provides teachers with additional common planning time to do backwards mapping planning and create instructional plans based on Frazer's interim assessment data.</li></ul> <p>The Frazer TST with the support of the OSTI will perform the following during the 15-16 school year;</p> <ul style="list-style-type: none"><li>• Monitoring and adjusting the instructional schedule to ensure maximized results;</li><li>• Monitoring operations and responding effectively to deficiencies;</li></ul>
--	--	--	---

			<ul style="list-style-type: none"> <li>• Reexamining assumptions and making rapid and dramatic adjustments if leading indicators signal that school turnaround is not on track;</li> <li>• Significantly enhancing and expanding efforts that have a positive impact on leading indicators;</li> <li>• Providing continued and intensified job-embedded professional development and support in targeted areas by creating a school schedule that provides enrichment activities for students through partnership with The Museum of Science and Technology (MOST)for grades(6-8) and Baltimore Woods for grades (K-5)</li> <li>• Adjusting the monitoring and tracking of leading indicators according to results. -- Evaluating leaders and teachers and holding them accountable for result</li> </ul> <p>Build fidelity of the STEM integration throughout the school</p>
<p>ii. Identify the “early wins” for year-one of implementation and “significant wins” 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"> <li>• Implemented all aspects of the proposed redesign plan with fidelity</li> <li>• 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</li> <li>• Established a sustainable process for school operational and student performance analysis</li> <li>• Built a school culture and environment that is based on high expectations, respect, and co-accountability for</li> </ul>	<p><i>Modify the redesign plan as necessary in response to leading indicators</i></p> <ul style="list-style-type: none"> <li>• <i>Maintain and enhance support for and commitment to the redesign plan</i></li> <li>• <i>Ensure that the principal and Turnaround School Team are working effectively to achieve turnaround results</i></li> <li>• <i>Ensure that all students are taught by “effective” and “highly effective” teachers</i></li> <li>• <i>Realize dramatic improvements in leading and academic indicators</i></li> </ul> <p><i>Ensure that teachers utilize data effectively to drive instruction</i></p> <p><i>Identify students that require more intensive</i></p>

		<p>performance</p> <ul style="list-style-type: none"> <li>• Increased the rate at which students are taught by “effective” and “highly effective” teachers</li> <li>• Fostered an informed and engaged school community in which families and neighborhood partners express positive perceptions of the school's redesign efforts</li> <li>• Realized dramatic improvements in leading and academic indicators</li> </ul>	<p><i>support by better aligning social and emotional services to their needs more rapidly</i>  <i>Fill all teacher vacancies with highly qualified staff</i></p>
<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>	<p><b>Green</b></p>	<p>Frazer along with all iZone schools 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>Frazer along with all iZone schools will continue to examine leading indicators which included; 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><b>Frazer teachers will participate in and lead data cycles quarterly (at a minimum). Coaches and administration will model and demonstrate an effective data cycle during August Professional Development days.</b></p>

support the identified Priority school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of year-one implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>	Green	<p><b>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 &amp; Learning in support of the effort to maximize student learning time; Services from Insight Education for the provision of an individual school review with follow-up planning; Services from the American Federation of Teachers for the provision of professional development to improve teaching and learning; Contract with Natural STEM and the MOST 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.</b></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</p>

		<p>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 &amp; 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 25 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 &amp; Learning from their work in the school. 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>
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> 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	95.7	95.3	91.5	90.6	Green	Overall, student attendance started off strong with rates above 95% in Per 1 & 2, but then dropped to low 90s in Per 3 & 4. The school year average is 93%.	Frazer will continue incorporating strategies to encourage student daily attendance.

Teacher Attendance	98.9	95.2	95.9	94.2	Green	Teacher attendance was consistent throughout the school year.	The principal and Turnaround School Team will continue to build the culture at Frazer, monitor and encourage staff to arrive to work daily to maximize opportunity for student success.
Office Discipline Referrals	75.8 Per week	146.3 Per week	105.9 Per week	102.9 Per week	Yellow	School staff received training with strategies from the No Non-Sense, but application of strategies need improvement. The online discipline platform, Educators Handbook, is new to Frazer and to SCSD. This resulted in a low reporting period (Per 1) and a high reporting period (Per 2) before stabilizing and leveling off.	The school will utilize the strategies provided to the Frazer SIT that supports following the SCSD Code of Conduct and focuses on restorative practice in supporting students. Teachers will continue to receive support regarding best practices in addressing student discipline. The school will develop 8 week culture plan that will set the course for continuing the building of strong vibrant school culture and climate.
Extended Learning Time	100	100	100	100	Green	Extended learning time has been included in the school day since the first day of school whereby students receive an additional hour of instruction every school day.	The school will continue to leverage the technical assistance provided by the NCTL to maximize the additional learning time for mastery of CCSS by students. Extended learning time will continue for the upcoming school year with students receiving an additional 30 minutes of instruction daily.

ANET Cycles 1, 2 & 3						
Grade	Math Fall	Math Winter	Math Spring	ELA Fall	ELA Winter	ELA Spring
Grade 2	49%	44%	49%	42%	36%	42%
Grade 3	42%	43%	31%	36%	32%	34%
Grade 4	38%	30%	24%	39%	33%	37%
Grade 5	30%	29%	26%	28%	30%	31%
Grade 6	32%	34%	28%	51%	26%	45%
Grade 7	40%	28%	28%	38%	42%	33%
Grade 8	30%	29%	23%	32%	35%	37%

Grade	STEM Benchmark 1 % On/Above Grade Level	STEM Benchmark 2 % On/Above Grade Level	STEM Benchmark 3 % On/Above Grade Level
6	22%	39%	29%
7	35%	36%	43%
8	49%	52%	44%

**Math Overview:**

- 2nd Grade: Anet Cycle 3 – Frazer scored above the SCSD network in all 8 standards
- 3rd Grade: Anet Cycle 3 – Frazer scored above the SCSD network in 4 standards
- 4th Grade: Anet Cycle 3 – Frazer scored above the SCSD network in 3 standards
- 5th Grade: Anet Cycle 3 - Frazer scored above the SCSD network in 2 standards
- 6th Grade: Anet Cycle 3 - Frazer scored even or above the SCSD network in 6 standards
- 7th Grade: Anet Cycle 3 - Frazer scored above the SCSD network in 9 standards
- 8th Grade: Anet Cycle 3 - Frazer scored above the SCSD network in 5 standards

**ELA Overview:**

- 2<sup>nd</sup> Grade: Anet Cycle 3 – Proficiency increased by 6%
- 3rd Grade: Anet Cycle 3 – Proficiency increased by 2%
- 4th Grade: Anet Cycle 3 – Proficiency increased by 4%
- 5th Grade: Anet Cycle 3 – Proficiency increased by 1%
- 6th Grade: Anet Cycle 3 - Proficiency increased by 19%
- 7th Grade: Anet Cycle 3 - Proficiency decreased by 9%
- 8th Grade: Anet Cycle 3 - Proficiency increased by 2%