

Comprehensive Progress Report

Mission: At Frazier, we will create a community that is student centered, provides effective instruction and recognizes growth and excellence.

Vision: Life-long learners who seek excellence and make positive contributions to their communities.

- Goals:**
- By June 2024, Frazier Elementary School will increase the school performance composite from 34.8% to 37.8%.
 - By June 2024, Frazier Elementary will reduce the number of chronically absent students from 32.5% to 27.5%.
 - By June 2024, Frazier Elementary will reduce the number of loss instructional days from 20 days to 18 days.
 - By June 2024, Frazier Elementary will increase the average number of reward points earned using a points system along with schoolwide expectations and tangible rewards.
 - By June 2024, Frazier Elementary School will increase 3rd grade reading proficiency from 27.5% to 30.5%.
 - By June 2024, Frazier Elementary School will use the Restart budget flexibility to help fund salary differentials for 2 Multi- Classroom Leaders (MCL's) supporting 3-5 teachers in facilitating standards aligned instruction.



! = Past Due Objectives KEY = Key Indicator						
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>We have new teachers and new students to Frazier and all are not familiar with our PBIS expectations. Each year, our PBIS team provides an overview to new staff in our back to school staff meeting. A PBIS handbook is provided to each teacher. A teaching plan of expectations is provided to ALL teachers and every teacher is required to teach a component of our PBIS expectations.</p> <p>11/19/2018; The PBIS notebooks were collected and will be redistributed to ensure that all staff members are supplied with an accurate and up-to-date version.</p> <p>*We have new teachers and new students to Frazier and all are not familiar with our PBIS expectations. Each year, our PBIS team provides an overview to new staff in our back to school staff meeting. A PBIS handbook is provided to each teacher. A teaching plan of expectations is provided to ALL teachers and every teacher is required to teach a component of our PBIS expectations.</p> <p>11/19/2018; The PBIS notebooks were collected and will be redistributed to ensure that all staff members are supplied with an accurate and up-to-date version.</p> <p>Frazier no longer participates in PBIS. We will become a Restorative Practices school beginning the 2022-23 school year. The implementation requires 1/4 of the staff be trained in the first year of implementation. The Principal, School Counselor and Social Worker will attend Restorative Practices Part 1 and Part 2: RP Essentials used to Support Social Emotional Learning 22-23 professional development on Aug 1-2.</p> <p>Staff elected to sign up for RP 1 - ESSENTIALS and RP 2 - CIRCLES at various times throughout the summer in preparation for implementation.</p>	<p>Limited Development 08/29/2017</p>		
-----------------------------------	--	---	--	--

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Rules and procedures will be established and posted in all classrooms. Explicit instruction and reinforcement will be provided for understanding in following the rules and procedures. Positive and proactive teaching is preferable to correcting students after-the-fact. Consistency in schoolwide PBIS expectations will be the norm in our school. (Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.) Frazier will become a Restorative Practices school. Full implementation will take 4 years to complete.			Kristie Johnson	06/12/2026
Actions			1 of 6 (17%)		
11/9/23	In 2022-23, we used our Restart calendar flexibility to add 8 extra student days to the start of the year. The priority of these extra days was to establish classroom and schoolwide behavioral expectations and norms.		Complete 06/15/2023	Felicia Bowser	06/15/2023
<i>Notes:</i>					
10/11/17	<ul style="list-style-type: none">• Teachers use Empathetic Listening• Teachers use Affective Statements• Teachers use Restorative Conversations with students in response to misbehavior• Teachers facilitate Community Building Circles• Teachers facilitate other types of circles• Students participate in at least 2 RP Circles per week led by teacher or other trained staff• Student taught lessons on and are encouraged to use Affective Listening and Affective Statements			Kristie Johnson	06/01/2025
<i>Notes:</i> This objective will be looked for during classroom observations. Notes and/or script tapes from observations will be used as evidence.					
9/21/21	Class Dojo will be used as a school-wide tool for the purpose of nurturing positive behavior and communication with families.			Kristie Johnson	06/10/2025

<i>Notes:</i>				
9/21/21	MTSS will be implemented to support student learning and behavior.		Kristie Johnson	06/10/2025
<i>Notes:</i> We will review the effectiveness of the MTSS process at least 3 times per year.				
3/14/2023 Update: We are still in process with this indicator. Meetings are happening as scheduled, with a focus on attendance and behavior.				
10/20/21	MTSS FAMs Question #29: Instructional expectations for effective practices will be reviewed with grade level teams in PLCs monthly.		Kristie Johnson	06/10/2025
<i>Notes:</i> 3/14/2023 Update: Wednesdays weekly PLC meetings are specific to student data and instructional practices.				
10/20/21	MTSS FAMs Question #29: Culturally Responsive Teaching Practice Modules will be integrated into our professional development plans.		Kristie Johnson	06/10/2025
<i>Notes:</i>				
Implementation:		11/13/2020		
Evidence	11/12/2020 A copy of this document as well as virtual feedback supporting this objective will be uploaded in the evidence folder for this objective.			
Experience	10/12/2020 All teachers received this document and we talked through what each strategy and suggestion looks like in a remote learning environment.			
Sustainability	10/12/2020 MCLs and the principal will continue to look for and provide feedback on these strategies during virtual walkthroughs. Modelling may need to occur in some classrooms.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			District provides each grade level with units for each subject, and the teachers create lesson plans to address the standards within the units.	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>			<p>There will be a shift in our building that will allow us to see the actual progression in instruction. Students will move up in grade level with all the skills taught in the previous grade. Teachers will not have to spend a great deal of time teaching standards and skills from previous levels. PLC meetings will allow teachers to discuss alignment of instructional strategies and skills that build on the previous grade level.</p> <p>In 2022-23, Restart Budget flexibility was used to help pay for the salary differential of one of two MCL's.</p>		Lakeisha Heggie	12/15/2025
Actions				6 of 8 (75%)		
	12/6/18	Our school restart plan reflects adding (3) Full time, hired as Multi-Classroom Leaders (MCLs) to support instruction through side by side (coaching) & instructional planning	RESTART: Budget Flexibility-Additional Staffing	Complete 07/01/2019	Melanee Friday	06/30/2019
<i>Notes:</i> In 22-23, we employed one MCL supporting K-5 literacy. Restart Budget flexibility was used to help pay for the salary differential.						
	12/6/18	Classrooms outfitted with technology to support interactive, engaging instructional delivery and personalized learning: students in grades 4 and 5 have individual chromebooks. Students in K-3 have individual iPads. (K-4) interactive smartboards, (K-5) classroom acoustics adjustments/speaker systems, 1:1 professional development to support teachers.		Complete 08/16/2021	Melanee Friday	06/30/2022
<i>Notes:</i> This action step supports the School Improvement Plan.						
	8/29/17	Professional development and materials have been purchased to support science instruction. We will be using STEMscopes for 5th grade.		Complete 06/07/2024	Melinda Bostic	06/10/2023

Notes: 9/8/2020: STEMSCOPES has been purchased by GCS for all grade k-4 as a computer program and 5th grade has STEMSCOPES kits.

9/2022: We will be using the Science Is Fun virtual field trips. K-4 will complete 1 hands on lesson. 5th grade will have 3 hands on lessons.

9/2023: We will continue to use Science is Fun virtual field trips. K-4 will complete 1 hands on lesson. 5th grade will have 3 hands on lessons.

9/12/18 5 CKLA and 8 Eureka Math coaching days will be provided to all K-5 teachers.

Complete 06/07/2024

Melanee Friday

06/10/2023

Notes: Principal and MCLs will work with the CKLA and Eureka coaches to determine the focus of each coaching visit. MCLs will complete the scheduling documents prior to the visit by the deadline set forth by the coach.

9/16/16 Grade level PLCs will meet twice a week to plan instruction that provides consistent access to grade level tasks.

Complete 06/07/2024

Dorothy Smith

06/30/2023

Notes: Teachers began attending weekly PLC meetings on September 6, 2016 (due to the Monday holiday). The weekly meetings will continue to occur every week for 45 minutes so that we can continue to focus discussing explicit instruction and strategies. Based on principal and curriculum facilitator observations, collaborative planning time was not consistently attend by all teachers and has been included in our master calendar for the 16-17 school year as an assigned day.

9/8/2020: K-5 teachers will continue to meet each week. MCLs are now in place for all grade levels. Planning has been extended to 2 hours of planning for each week .

9/16/16 The ILT will participate in classroom walkthroughs to collect data on targeted "look fors" in reading and math. Feedback will be give and patterns and trends that are discovered will be addressed in PLC's.

Dorothy Smith

06/07/2024

Notes: Walkthru schedule has been created for principal and CF. Written feedback is provided to teachers on the walkthru form.
 First and second grade completed a walkthrough to observe a second grade math lesson. Teachers were provided a document that explains the 8 SMP's and closed with a discussion about what was observed.
 Mr. LaClair met with 3rd -5th grade teachers to discuss data (patterns & trends).
 5/16: we are continuing with the classroom walkthroughs and the discussions.
 9/8/2020: Remote learning virtual visits will continue. A remote learning LOOK FOR document has been provided for all teachers k-5.
 9/2022: A walkthrough schedule will be created to include the principal, MCLs, Eureka and CKLA coaches. Feedback will be provided verbally or via email.

11/10/20	Title One/Restart funding was allocated to the purchase of supplies and materials for the purpose of enhancing learning outcomes for our students (classroom libraries , paper, instructional supplies)	Complete 06/07/2024	Lakeisha Heggie	06/07/2024
	<i>Notes:</i> 9/21/2021 Title I and Local Instructional funding was used to purchase smart boards.			
9/21/21	LEGO Robotics kits will be used to support engineering design, coding, and 21st century skills in K-4.		Melanee Friday	06/10/2024
	<i>Notes:</i>			

		A2.27	Instructional Teams and teachers embed cultural education into learning experiences in the curriculum.(6825)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Restart calendar flexibilities were used to provide staff with additional professional development days. Staff participated in UnboundEd virtual conferences during the 2021-22 school year to support culturally responsive teaching. RESTART FLEXIBILITIES: Calendar	Limited Development 09/30/2019		
How it will look when fully met:			Teachers will demonstrate and implement a clear understanding of how to appropriately respond to the diverse group of students and needs found in classrooms.		Kathleen Woodard	06/10/2025
Actions				0 of 2 (0%)		
	9/30/19	Staff members will receive professional development with Strategies for Culturally and Linguistically Responsive Teaching and Learning.			Melanee Friday	06/01/2025
Notes:						
	11/2/22	An initial assessment will be used to determine areas of focus.			Melanee Friday	06/30/2025
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers use Class data trackers, CFA's, Module Assessments, Topic Quizzes, Exit Tickets, IA's and teacher observations to monitor student progress and design small group lessons to fill learning gaps of students based on their individual needs.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>			<p>Students will receive targeted support in the area of academics (reading/math), behavior, social-emotional, and attendance, based on their specific area(s) of need.</p> <p>Staff participated in professional learning around analyzing NWEA data to inform creation of small groups.</p> <p>RESTART FLEXIBILITIES: Additional staffing-Intervention Teacher/MTSS Coordinator and Calendar Flexibilities</p>		Lakeisha Heggie	06/07/2024
<i>Actions</i>				0 of 7 (0%)		
	10/31/23	Title I Funding will be used to provide after school tutoring and tutoring EEA's for select teachers.			Felicia Bowser	06/07/2024
<i>Notes:</i>						
	9/30/19	Half day planning will be used for targeted professional development focused on ensuring strong core instructional planning/delivery and small group intervention.			MCLs	06/07/2024
<i>Notes:</i> Lesson plans will be reviewed on a weekly basis by MCL's and feedback will be provided to grade levels as needed. 9/8/2020: Weekly planning has been increased to 2 hours per week in addition to coaching days provided by the district in all content areas.						
	3/16/21	Use Budget Flexibility to provided professional development on coaching, leadership, and data driven practices from Public Impact and New Leaders to MCL's.			Felicia Bowser	06/07/2024

		Notes: RESTART Calendar Flexibilities were used to provide additional professional development days. Teachers participated in UnboundEd virtual conferences and data analysis for NWEA professional learning.			
10/20/21	MTSS FAMs Question #19: MCL's will meet with grade level teams in PLC to review student progress on a weekly basis and share data in school leadership team meetings and MTSS meetings.		Lakeisha Heggie	06/07/2024	
		Notes: Ongoing from 2021-2022			
9/30/19	Grade levels will review student performance data in PLC meetings with MCLs, and students will receive target support based on their areas of need. RESTART FLEXIBILITY: Budget-Additional Staffing-Intervention Teacher/MTSS Lead		Lakeisha Heggie	06/08/2024	
		Notes: 9/8/2020: Weekly PLCs, additional planning, and combining of teacher canvas pages supports our school meeting this indicator for full implementation. Ongoing from 2021-22 school year. Added a position to support full implementation. Purchased an Intervention Teacher using Title I funds to support the coordination and implementation of Tier II and Tier III interventions.			
11/2/21	MCL's hold weekly conversations with their teacher teams to focus on individual growth needs, coaching cycles and action steps will be reviewed by Principal on a weekly basis.		Felicia Bowser	06/09/2024	
		Notes:			
10/13/20	All teachers will continue to send parents periodic progress reports to serve as data points to help keep parents informed with their student(s) performance as it aligns to our Title I Plan. Evidence of full implementation includes ...		Heggie and Woodard	06/09/2024	
		Notes:			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>All teachers are required to present at least two students to IST throughout the school year. Teachers have improved their current practice of utilizing appropriately the support/interventions team for struggling students. New teachers will receive orientation on this process.</p> <p>Our school implements the IST process for students with academic and behavioral needs. Based on this process, students are given interventions in their area of need. If little to no progress is made, the team determines whether or not to send the student for further evaluation. Each grade level is represented on this team and the team works closely with our Exceptional Children's department.</p> <p>This area is a greater focus for 2019-2020 and 2020-2021 as teachers are exposed to the practices of Multi-Tiered Systems of Support. Staff members will receive training this school year on MTSS and action steps will begin to be implemented along with the MTSS training modules.</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>	Limited Development 08/01/2016		
How it will look when fully met:	<p>Teachers will use the IST/MTSS team for students struggling academically, socially or behaviorally for added support and interventions. Differentiated instruction will take place in the classroom via small group instruction an/or one on one, instruction.</p> <p>Teachers will be able to implement tiered support within their classrooms. The growth mindset will be emphasized rather than focusing on deficit thinking related to interventions being implemented and outcomes for students. Effective interventions will be used in the classroom and appropriate Intervention Support Team (IST) strategies implemented if students do not respond to in-class support.</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>		Dorothy Smith	06/09/2024
Actions		3 of 8 (38%)		
12/8/20	Monitor student outcomes via benchmarks, progress monitoring and universal screening.	Complete 05/25/2022	MCL's	06/15/2022

<i>Notes:</i>				
9/26/16	Communicate IST process to teachers in staff meeting.	Complete 11/18/2016	Melanee Friday	10/31/2022
<i>Notes:</i> The IST/MTSS process will be reviewed with staff during October staff meeting. Principal will communicate to staff that each teacher is required to submit students who are at or below the 20th %ile in ELA or Math to the MTSS team each year. This will be an ongoing task within our school improvement plan.				
9/26/16	Review small group instructional expectations with classroom teachers via math/literacy data teams and plc meetings.	Complete 06/09/2023	Melanee Friday	06/10/2023
<i>Notes:</i> Small group instruction will become a permanent component of our PLC meetings and math/literacy data team action plans. This will be an ongoing task within our school improvement plan. This will be an agenda item on the bi-weekly check-in meetings with the Principal and MCLs.				
10/30/23	RESTART Funding will pay for after school tutoring.		Kathleen Woodard	06/07/2024
<i>Notes:</i>				
12/8/20	Monitor supplemental and intensive interventions through forms provided by PSYCH Services.		Felicia Bowser	06/10/2024
<i>Notes:</i>				
10/25/16	Review the problem analysis approach for students with demonstrated areas of need with teachers during professional learning communities and intervention support team/MTSS meetings. Questions: Is it a skill problem or a performance problem? What is your hypothesis about "why" this problem is occurring? Do we have data to refute or confirm the hypothesis? Is the hypothesis related to things we can change? Do we have the expertise on the team? RESTART FLEXIBILITY: Additional Staffing - Remediation Teacher to coordinate MTSS.		Felicia Bowser	06/10/2024

Notes: This is an ongoing task and full implementation is expected by end of January. We will review this task in monthly meetings.

3/5/19 Ms. Lytton is pulling groups but is absent today and unable to report out.

9/21/2021 This area is a greater focus for 2019-2020 and 2020-2021 as teachers are exposed to the practices of Multi-Tiered Systems of Support. Staff members will receive training this school year on MTSS and action steps will begin to be implemented along with the MTSS training modules.

(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)

Full implementation of the MTSS referral process began during the 2021-22 school year. This objective will continue to be monitored to ensure the process is implemented with fidelity to help meet the needs of students who need additional support.

12/8/20 Instructional teams use student learning data to identify students in need of instructional support or enrichment within PLC meetings.

RESTART FLEXIBILITY: Additional Staffing

Notes:

12/6/18 Frazier's data demonstrates a gap for our EC student body. We are in need of additional professional development aligned to effective strategies for meeting the needs of our EC students. In collaboration with our district EC Department, we will identify PD to support performance improvement of our EC student population

Notes: This action step supports Restart Plan.

Felicia Bowser

06/10/2024

Felicia Bowser

06/30/2024

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently addressed through PBIS, guidance classes, and our school social worker. Consistent monitoring of SWISS data and check-in/check-out system.	Limited Development 08/01/2016		
How it will look when fully met:			What it will look like: Respectful adult/child interaction. Ex.) Calm voices, getting down to the child's level, eye contact. Student in "calm down" area in the classroom. Adult is actively listening to student as they verbally express needs/frustration. Use of behavior charts/classroom behavior reward system. Adult giving immediate feedback. Referrals when needed: Counselor/SW, principal, CICO (FLIGHT PLAN), IST What will it sound like: 4:1(four positives for every one correction). Adult giving fair choices. Kind, encouraging words/interaction. Immediate feedback. Empathetic responses, validate feelings of students.		Kristie Johnson	06/15/2024
Actions				6 of 11 (55%)		
	9/12/18	School turn around strategy (target students) to receive additional support will be developed.		Complete 03/05/2019	Nicole Partee	10/01/2018
	Notes:	3/5/19 Targeted students have been IDed and they have received reteaching, and they also attend afterschool tutoring. During the school day, we have Falcon Time, which is intervention - students are in small groups based on needs.				
	9/30/19	SOS Program will be implemented to build relationships with local police department and to build awareness about safety in general.		Complete 01/31/2021	Nicole Partee	01/30/2021
	Notes:					
	12/6/18	District support in developing a key partnership with a mental health organization to provide in-school counseling sessions for students in need, during identified periods in the day.		Complete 06/30/2019	Nicole Avery	09/08/2021
	Notes:	This action step supports Restart Plan				

9/30/19	<p>A calming room will be created to support students in self-calming efforts by offering them an environment of relaxation. It is a designated place designed to calm the senses where the student can experience calming visual, auditory, and tactile stimuli.</p> <p>DUE TO COVID-19, the CALMING ROOM will be modified to be an ISOLATION ROOM for a school safety purpose.</p>	Complete 10/08/2021	Alice Miller	10/12/2021
<i>Notes:</i>				
9/30/19	Designated students will complete an emotional check in, each day when they arrive. Designated team members will check in with students.	Complete 06/09/2022	Kristie Johnson	06/09/2022
<i>Notes:</i> Mrs. Johnson and Ms. Natson conduct daily check-ins with the designated students.				
11/18/16	Teachers will refer to counselor and social worker as needed to secure resources for students and families.	Complete 06/09/2022	Jessica Taylor	06/09/2022
<i>Notes:</i> 5/16: Counselor (as well as our Social Worker) meets with small groups as well as individuals as referred by the classroom teacher and administration. Resources have been provided for "new" students that have enrolled. We have coordinated with staff and community to provide resources for Frazier Families. Referrals from teachers have been received for medical and mental health.				
9/12/18	Creating Trauma Sensitive Classrooms overview provided to teachers by school social worker.		Kristie Johnson	06/10/2024
<i>Notes:</i>				
9/30/19	MTSS (Multi Tiered Systems of Support) training for all MTSS Leadership Team members.		Felicia Bowser	06/10/2024
<i>Notes:</i>				
11/10/20	In the effort to provide support for families and staff (community resources, mental health), increase parental engagement, and monitor attendance, Title One funding was allocated to pay for 50% of social worker salary. The Social Worker will be on-site 5 days per week.		Felicia Bowser	06/30/2024
<i>Notes:</i>				
10/11/17	Discipline data via Educator's handbook will be reviewed with school staff on a monthly basis to determine areas of concern and to create a plan of action for individual students.		Felicia Bowser	06/30/2024
<p><i>Notes:</i> This was completed on 6/15/2018 but will continue due to implementation of Educators Handbook.</p> <p>This is an ongoing data point that will be shared with staff.</p>				

9/13/16			Teachers will utilize the equitable environment classroom checklist to monitor their interactions with students and their emotional needs.		Renee Natson	06/30/2024
			<p><i>Notes:</i> Referrals to IST/MTSS and Ms. Natson for small groups, check-in/check-out (PBIS), principal and parent conversations will be documented.</p> <p>A shared document was created to improve communication between teacher/counselor/social worker; for students demonstrating need of support and to assist families in securing additional resources.</p> <p>5/16: We need to review the equitable classroom practices. Several seem to be unfamiliar with the document and we decided that the entire staff would benefit from a refresher.</p> <p>9/30: Due to new staff members, all staff members will revisit by 10/31/2020</p>			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Frazier has kindergarten orientation and assessment day for rising kindergarten students and their parents. We also have our retention team in place consisting of teacher in current/future grade of potential retention candidates to speak to what expected skills are required to be on grade level. We have middle school registration and orientation visits from middle school counselor.	Limited Development 08/29/2017		
How it will look when fully met:			It is important that all staff know about students’ early learning experiences prior to school entry, including whether students attended a pre-K program, and the extent of the student’s experiences in pre-K and other formal early learning settings in order to foster their transitions. Teachers share data with parents in an ongoing basis.	Objective Met	Lakeisha Heggie	06/02/2021
Actions				3 of 3 (100%)		
10/11/17			All teachers and staff will be assigned to a school wide literacy or math team for targeted alignment.	Complete 06/15/2018	Nicole Avery	12/15/2017
			<i>Notes:</i> Due to implementation of CKLA and ARC all teachers were assigned to a schoolwide math team.			
9/30/19			TACO About Success Night will be held within the first two weeks of school to ensure parents are aware of grade level expectations for studnets current grade.	Complete 09/26/2019	Melinda Bostic	09/01/2020
			<i>Notes:</i>			
8/29/17			Grade level teams will plan curriculum presentations to provide an overview to parents on grade level expectations.	Complete 11/17/2021	Nicole Partee	04/15/2021

Notes: We will need additional time to complete this action step and have included this for our 1819 goals.

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/01/2016		
			Priority Score: 2 Opportunity Score: 1 Index Score: 2			
<i>How it will look when fully met:</i>			<p>The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>		Felicia Bowser	06/10/2022
<i>Actions</i>				1 of 2 (50%)		
	8/29/17	<p>The following information will be shared and discussed at the opening meeting of our leadership team. The fundamental purpose of the school leadership team is to determine the school's educational direction that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision and the alignment of resources to accomplish those strategies. To be effective, the team will need to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal</p> <p>The primary responsibility of the SLT is to create, develop, review and assess the school's Comprehensive Education Plan</p>		Complete 10/29/2021	Nicole Avery	06/12/2021

Notes: 3/5/2019 - Per SSO Laurie Carr, this is a district/LEA indicator and not a school-based responsibility.

10/31/23 Title I Funding will pay for the principal's ASCD annual membership to facilitate ongoing professional development.

Felicia Bowser

06/30/2025

Notes:

Implementation:

11/01/2022

Evidence

11/1/2022

Experience

11/1/2022

Sustainability

11/1/2022

KEY

B1.03

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Our school's leadership team consists of our principal, MCLs, teachers, and parents, and we meet a minimum of once a month to review the impact and effectiveness of our action steps. We view our plan as a continuous school improvement cycle and are constantly revisiting and monitoring our goals and objectives to assure we remain on track.

COVID-19

Limited Development
11/13/2020

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

When this objective is fully met our leadership team will actively monitor implementation of MTSS. MCL's will share grade level progress data in staff meetings. Teachers will be able to effectively discuss student progress data.

2/14/2023 Update: We hold School Improvement Team Meetings and Instructional Leadership Team Meetings.

Dorothy Smith

06/07/2024

Actions

1 of 2 (50%)

10/20/21 MTSS FAMs Question #6: The school leadership team provides support in determining interventions based on the standard treatment protocol for MTSS in reading and math.

Complete 03/14/2023

Dorothy Smith

06/30/2023

Notes: 3/14/2023 update: Monthly IPS and weekly PLC's are where these supports are put into place.				
10/31/23	MTSS FAMS Question # 31: Core social and emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment. These are refined based on both student outcome and implementation data for continuous improvement.		Renee Natson	06/07/2024
Notes:				
Implementation:		03/14/2023		
Evidence	3/14/2023 - Meetings are occurring regularly			
Experience	3/14/2023			
Sustainability	3/14/2023			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently we have weekly PLC meeting time as well as planning time for teachers to collaborate for instructional planning. For the upcoming school year, a specific day will be identified for grade level planning and collaboration.</p> <p>K-1, 2-3, and 4-5 MCL's work closely with grade levels to ensure that teachers are developing as well as delivering rigorous lessons that include strategies to support all learners in classrooms.</p> <p>For the 2022-23 school year, we will have 2 MCLs due to budget constraints.</p> <p>K-2 MCL and 3-4 MCL will lead grade levels.</p>	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>			<p>All teachers attending PLC, data meetings, and collaborative planning sessions. Attendance rosters and minutes will be collected.</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>		Lakeisha Heggie	06/09/2024
<i>Actions</i>				1 of 3 (33%)		
	11/10/20		\$3000 from Title One funding was allocated for stipends to instructional leadership team members to assist in overall school improvement that extends beyond the regular school day. Duties include: Monitoring school improvement, attending/engaging in monthly leadership team meetings, planning of family engagement sessions, sharing school leadership updates with stakeholders, serving in the capacity as school representatives at various functions of the school district .	Complete 12/01/2020	Monica Ledbetter	12/01/2020
Notes:						

10/11/16	<p>1. Incorporate team structures into the school improvement plan and school governance policy.</p> <p>2. Develop written statements of purpose and by-laws for each team's operation.</p> <p>3. Provide teams with work plans for the year and specific work products to produce.</p> <p>4. Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.</p> <p>5. Maintain a file of the agendas, work products, and minutes of the all teams.</p> <p>6. Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy.</p> <p>7. Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.</p> <p>8. Provide professional development on effective teaming practices.</p> <p>RESTART FLEXIBILITY: Budget/Additional Staffing</p>		MCL's	06/30/2025
	<p><i>Notes:</i> Team structures are already in place at Frazier. The master schedule indicates designated meeting times for leadership, professional learning communities, math and literacy data teams, intervention support teams, and PTA meetings. Continued refinement of processes within teams is the goal for effective and efficient operations of each team.</p> <p>5/16: we will continue this goal for the 17-18 school year.</p> <p>9/30: we will continue this goal for the 17-18 school year.</p>			
9/13/16	Communicate with teachers the master schedule and expectations for collaborative planning.		MCL's	08/30/2025
	<p><i>Notes:</i> All teachers will attend PLC meetings as scheduled. Continue to revisit the expectations and have teachers submit a quarterly calendar for collaborative planning.</p>			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principal provides feedback based on individual teacher need.	Limited Development 08/01/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<p>The principal will provide timely, clear, constructive feedback to teachers in various formats (formal and informal observations). A focus will be on rigorous instruction by being in classrooms on a daily basis to monitor instruction in all academic areas.</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>	Objective Met 05/25/22	Melanee Friday	06/09/2023
Actions						
	11/18/16	Intentional and honest feedback will be provided to teachers in a timely manner from principal. Adhering to the walkthrough schedule and utilizing the Guilford County Schools instructional framework classroom visitation log, and equitable classroom practices checklist will be used for feedback purposes.		Complete 04/17/2017	Nicole Hill	12/23/2016
	Notes:	This is an on-going task. Identified receive frequent visit to ensure effective instructional practices are being implemented.				
	11/18/16	Principal will attend weekly PLC meeting in order to reassure that the curriculum is aligned and provide support and feedback as needed.		Complete 04/18/2017	Nicole Avery	12/23/2016
	Notes:	Principal attends weekly PLC meeting as schedule allows.				
	10/25/16	Expectations and processes for team planning and for instructional delivery will continuously be reviewed with staff. The work within teams will be developed from direct classroom observations and areas identified from administrative instructional team meeting.		Complete 02/14/2018	Nicole Avery	06/09/2017

Notes: This will be an ongoing task for the school year.

As of 2/14; Mid-year meeting have been conducted with teachers, goals and EVAAs data (from previous year) has been reviewed as well.

10/25/16	Principal will create a weekly walkthrough schedule for informal and formal classroom observations.	Complete 02/14/2017	Nicole Avery	11/17/2017
----------	---	---------------------	--------------	------------

Notes: Classroom observation schedule is complete and has been shared with the administrative team.

9/12/18	Development of instructional leadership teams to work in collaboration with Principal to monitor instructional trends in the school.	Complete 03/05/2019	Melinda Bostic	10/01/2018
---------	--	---------------------	----------------	------------

Notes: 3/5 Our ILT has been formed and is participating in professional development/community of practice with NLNS through the district. We are engaging in instructional learning walks as well. This goal has become a routine.

9/11/18	Principal will provide 1 minute video clips of instruction to teachers for reflection at least 4 times during the school year with two way feedback on what was observed.	Complete 06/08/2021	Nicole Avery	06/08/2021
---------	---	---------------------	--------------	------------

Notes: MCL's will also include video clips along with feedback.

9/12/18	Instructional team will meet monthly to discuss trends and determine professional development session for instructional improvement.	Complete 06/15/2021	Nicole Avery	06/15/2021
---------	--	---------------------	--------------	------------

Notes: 3/5/2019 Teams have engaged in two instructional walk throughs at this point; the team participates in regular NLNS ILT community of practice. Today our team defined "engagement" and created a universal understanding of what "engagement" is/looks like. - A truly engaged student will be adding on to the discussion, sharing with a shoulder buddy, asking relevant questions, demonstrating thinking,...the pace of the lesson (teacher role) also plays a role in student engagement (the way the information is presented). Teacher preparation is key. We will continue this conversation in future meetings.

Implementation:		05/25/2022		
Evidence	5/25/2022 Video clips have been requested from the previous Principal.			
Experience	5/25/2022 This task was completed and fulfilled by the previous Principal.			
Sustainability	5/25/2022 The Principal and the Instructional Leaders will continue monitor and provide on-going coaching and feedback.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. The school currently review data at various moments in the school year. Consistency in monitoring our progress toward our goals is a need and use of NC Star will support this process in the upcoming school year.	Limited Development 08/01/2016		
<i>How it will look when fully met:</i>			<p>The school will use the data collected to plan school wide and/or grade level professional development and decide on school improvement strategies..</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>		Lakeisha Heggie	06/09/2024
Actions				3 of 5 (60%)		
	9/26/16	Analyze various types of data based on time of year and plan/attend professional development based on the needs as demonstrated through the data.		Complete 10/11/2016	Nicole Partee	01/31/2017
<i>Notes:</i> Our Title I plan for the 16-17 school year has been approved, and we are now able to plan professional development based on staff request. New teachers have requested to attend CHAMPS professional development, and EC teachers have requested to attend the EC conference. Selected PBIS team members will be attending tier 3 professional development. A survey will be administered to staff to determine individual needs.						
	9/26/16	Determine/create professional development session(s) that aligns with the needs according to the data.		Complete 10/11/2016	Carol Silverman	01/31/2017

	Notes: In weekly PLC's we have discussed collaborative planning, meeting with ARC representative, 5th grade Discovery Education Textbook resources, data discussion with a focus on DIBELS and TRC, district math and science coach walk-through with feedback, along with district assessment coordinator met to discuss SchoolNet options. Allowing new teacher to visit other classrooms.			
9/12/18	Exit tickets will be used on a consistent basis to help form small groups and identify students that are in constant need of supports.	Complete 06/09/2021	Ekaterina Brednikova	06/11/2021
	Notes:			
8/29/17	MCL's will meet with each teacher to collect and analyze their data on a regular basis in PLC meetings to ensure that we are meeting students where they are and provide academic supports as needed.		MCL's	06/09/2024
	Notes: MCL's will support			
9/12/18	Schoolwide Assessment calendar (for common formative assessments) will be created.		Kathleen Woodard	06/09/2024
	Notes:			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p> <p>11/19/2018 Teachers are recognized by colleagues and acknowledged in staff meetings.</p>	Limited Development 08/01/2016		
----------------------------	--	-----------------------------------	--	--

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	Teacher evaluation system will be reviewed with all teachers to ensure they understand the expectation of each standard. (Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)		Objective Met 10/19/23	Felicia Bowser	06/09/2024
Actions					
9/12/18	Identified teacher leader/coaches will be used to support instruction throughout the building using title one funding.		Complete 08/27/2018	Nicole Avery	06/11/2018
Notes:					
8/29/17	Teacher evaluation session will be held with teachers to review expectatations of all standards.		Complete 09/14/2018	Nicole Avery	08/30/2019
Notes:					
9/12/18	As a component of PBIS, 3 teachers will be recognized in staff meetings for model leadership in the school---nominated by peers.		Complete 09/10/2021	Alice Miller	09/12/2021
Notes: 3/5/2019 This is taking place.					
9/30: will revisit due to new staff members and changes within our PBIS protocol.					
5/25/22	The Instructional Leadership Team and contracted Eureka and CKLA support will conduct regular walkthroughs providing timely coaching and feedback.		Complete 06/09/2023	Melinda Bostic	06/10/2023
Notes:					
Implementation:			10/19/2023		
Evidence	9/30/2019 Agenda Alignment materials				
Experience	9/30/2019 Providing an overview for all staff on NC Teacher Evaluation instrument.				

Sustainability			9/30/2019 We will need to continue to review standards/indicators for teacher evaluation.			
Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We have required and optional parent/teacher conferences, student led conferences, curriculum nights, Title 1 Parent Sessions, parent data team meetings, IEP meetings, PTA meetings, connect ed messages, student/parent handbook and an open door policy to support our families in this area.</p> <p>(Though we have evidence of having met this objective in school year 2019-2020, we have reopened it and adjusted our target date to reflect the new conditions for learning during COVID-19.)</p>	Limited Development 08/01/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<p>There will be an increase in parent involvement as well as parent attendance to school functions.</p> <p>Update (10/13/2020): Weekly progress reports will continue to be sent to families to keep them informed about their student(s) continued academic performance.</p>		Kristie Johnson	06/07/2024
Actions				6 of 7 (86%)		
	9/26/16	Staff members will provide tips to send home to parents that include ways to support their student's learning.		Complete 04/18/2017	Lauren Sellers	06/23/2017

Notes: Teachers have been emailed and asked to send in tips to incorporate on a monthly calendar that is sent home. Tips will continue to be collected.

As of 2/14; we are continuing to collect tips to share with parents, we have also included free events that occur in the area for parents. Looking for ways to ensure that parents find the tips useful. Teachers (including PK) have included tips for parents at the end of the quarter with report cards. Tips and materials are also shared during students-led conferences and IEP meetings.

9/26/16 Social media will be used as another source to reach out to parents, as well as connect-ed messages in the effort to ensure all communication is ongoing and clear.

Complete 06/08/2018

Jazmine Brown

06/08/2018

Notes: Tips have been posted on PTA's Facebook page, and we have received eleven views and one like.

As of 2/14; tips are still being provided on our Facebook page.

10/11/17 Parents sessions arranged in collaboration with Title One will be offered to parents to support academic, behavioral, and social emotional growth.

Complete 06/08/2018

Nicole Avery

06/08/2018

Notes: Sessions that have been completed so far are:
August 24, 2017: Principal session with k-2 and 3-5 parents
August 29, 2017: Student success-It Starts with Great Attendance
September 27, 2017: Curriculum Night
Understanding Your Child's Reading Data

9/26/16 Monthly calendars will be created and sent home and will include tips for parents.

Complete 09/28/2016

Kai Easter

06/11/2019

Notes: Mrs. Sellers collected ideas from staff to share with parents on our monthly calenders (OCTOBER) that will be sent home with parents on 9/30/2016. Emails to staff and monthly calendars are attached.

9/12/18 Parent Communication Notebooks will be utilized by all staff members effective August 2019, due to a purchasing glitch. In the meantime, all staff members will be maintaining informal records of their communication.

Complete 10/31/2018

Susan Lytton

08/30/2019

Notes: 12/20/18 Communication notebooks did not arrive due to an ordering glitch.

3/5/19 This action step will be postponed until the start of SY1920.

11/10/20	Title One funding (\$2306.59) was allocated for instructionally focused parent engagement activities.	Complete 09/01/2021	Monica Ledbetter	06/07/2021
<i>Notes:</i>				
10/30/23	Title I funding (\$2306.59) is allocated for instructionally focused parent engagement activities.		Felicia Bowser	06/07/2024
<i>Notes:</i>				
Implementation:		10/25/2019		
Evidence	10/25/2019 Monthly calendar, nicky's folder, weekly folder, connect ed messages, handbook.			
Experience	10/25/2019 Classrooms communicate with parents via REMIND101 and Class Dojo. The school sends weekly connect messages or more often as needed. Frazier Elementary send home monthly calendars and daily folders. We recently implemented a Wednesday folder for schoolwide communication . We met with parents within the first week of school to share information regarding what students will be learning in their current grade and attendance reports are sent home monthly. A parent handbook is also provided to parents.			
Sustainability	10/25/19 Continue with current actions listed.			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Community Engagement			
		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently have a structure in place for clubs for our students. Our past practice has been, beginning in January, we have clubs once a month for one hour of the school day. This was developed as a way to build authentic relationship with students and extend experiences to them that are outside their normal experience/exposure.	Limited Development 09/12/2018		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When this objective is fully met, our school will have developed partnerships within the business community to support an identified focus for each grade level.	Objective Met 03/14/23	Kristie Johnson	06/09/2023
Actions						
	9/12/18	A community engagement partner letter will be created		Complete 10/01/2018	Nicole Partee	10/01/2018
Notes: 10/01/18 This action step has been completed.						
	10/25/19	Frazier Elementary School will continue our partnership with the Guilford County Police Department SOS Program (Students Overcoming Situations)		Complete 12/02/2020	Nicole Avery	12/02/2020
Notes:						
	9/12/18	At least one Science is fun (in house field trips) will be secured for k-4 through Title One Funding. Fifth grade will have one field trip per quarter to support science goals. A field trip planning guide has been created to assist/support k-5 classroom with alignment of opportunities to engage students in learning.		Complete 05/27/2022	Alice Miller	06/11/2022
Notes: We have allowed 2 sessions for k-3, and 1 per quarter for 4th and 5th grade. 9/8/2020 Sessions/field trips were halted due to close of school in March 2020. Science is Fun Virtual Field Trips were provided for students in all grade levels during the 2021-22 school year.						

9/8/20	A resource list will be developed by leadership team members and provided as a means to connect community guest speakers/events to the school.	Complete 03/14/2023	Alice Miller	10/30/2022
<p><i>Notes:</i> 9/8/2020: Out of the Garden , Partnerships with 2 churches, development of a food pantry in partnership with local agencies and families.</p> <p>The list will be updated at the beginning of the 2022-23 school year.</p>				
Implementation:		03/14/2023		
Evidence	3/14/2023 a list was created that was shared with the the staff.			
Experience	3/14/2023			
Sustainability	3/14/2023			