LEA Name:	Cairo-Durham Central School District
BEDS Code:	190301040000

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 District Comprehensive Improvement Plan (DCIP)

Contact Name	Anthony Taibi	Title	Superintendent of Schools
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Website for Published Plan	www.cairodurham.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.
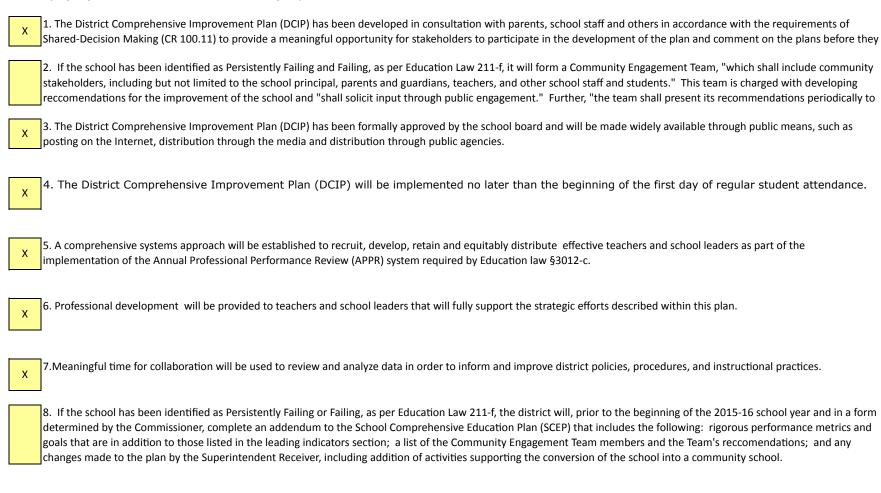
Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Anthony Taibi	
President, B.O.E. / Chancellor or Chancellor's		David Infantino	

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

| X | 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they |

| | 2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing reccomendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to |

| X | 3. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |

| X | 4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance. |

| X | 5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c. |

| X | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |

| X | 7.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |

| | 8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's reccomendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school. |

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 28, 2015	High School Library		
June 22, 2016	High School Library		

Name	Title / Organization	Signature
Anthony Taibi	Superintendent	
Thomas Baumgartner	Director Curriculum & Instruction	
Janet McKeon	Teacher Assistant	
Tara Mentes	Reading Teacher/Elementary	
Marie Culihan	Principal/Elementary	
Nathan Farrell	Principal/Middle School	
Laura Giarusso	Teacher/HS	
Loraine Colistra	PPS Director	
Megan West	Teacher/Elementary	
Kimberly Young	Teacher/HS	
Jason Reinhard	Teacher/HS	
Shannon Krum	Teacher/HS	
Donna Trunzo	Teacher/MS	
Susan Boyle	Teacher/HS	
Jill Fortini	Parent	
Nicole Maggio	Parent	

District Information Sheet

District Information Sheet						
District Grade Configuration	PK-12	Total Student Enrollment	1229	% Title I Population	18%	% Attendance Rate	94%

Racial/Ethnic Origin of District Student Population								
% American Indian or Alaska Native	1%	% Black or African American	2%	% Hispanic or Latino	8%	% Asian, Native Hawaiian/Other Pacific Islander	1%	% White	85%	% Multi-Racial	5%

Overall State Accountability Status								
Number of Focus Schools	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Status	1	Number of SIG 1003(a) Recipient	1	Number of SIG 1003(g) Recipient	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").
- [ ] Limited Degree (Fewer than 20% of goals were achieved.)
- [ ] Partial Degree (Fewer than 50% of goals were achieved.)
- [ ] Moderate Degree (At least 50% of goals were achieved.)
- [x] Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").
- [ ] Limited Degree (Fewer than 20% of activities were carried out.)
- [ ] Partial Degree (Fewer than 50% of activities were carried out.)
- [ ] Moderate Degree (At least 50% of activities were carried out.)
- [x] Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").
- [ ] Limited Degree (No identified subgroups improved achievement.)
- [ ] Partial Degree (Some of the identified subgroups improved achievement.)
- [x] Moderate Degree (A majority of identified subgroups improved achievement.)
- [ ] Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").
- [ ] Limited Degree (There was no increase in the level of Parent Engagement.)
- [ ] Partial Degree (There was a minor increase in the level of Parent Engagement.)
- [ ] Moderate Degree (There was modest increase in the level of Parent Engagement.)
- [x] Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").
- [ ] Limited Degree (Fewer than 20% of planned activities were funded.)
- [ ] Partial Degree (Fewer than 50% of planned activities were funded.)
- [ ] Moderate Degree (At least 50% of planned activities were funded.)
- [x] Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").
- [x] Tenet 1: District Leadership and Capacity
- [ ] Tenet 2: School Leader Practices and Decisions
- [ ] Tenet 3: Curriculum Development and Support
- [ ] Tenet 4: Teacher Practices and Decisions
- [ ] Tenet 5: Student Social and Emotional Developmental Health
- [ ] Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").
- [ ] Tenet 1: District Leadership and Capacity
- [x] Tenet 2: School Leader Practices and Decisions
- [ ] Tenet 3: Curriculum Development and Support
- [ ] Tenet 4: Teacher Practices and Decisions
- [ ] Tenet 5: Student Social and Emotional Developmental Health
- [ ] Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

• Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The district adopted a shared decision making team that created more oversight, an increase in collaboration and a greater focus on key areas in need of improvement. As part of the shared decision making team, sub-committees were formed for the purpose of focusing on curriculum, professional development, human resources, resource allocation and student emotional health. As a result, the district was able to develop several plans and protocols in each of these areas this past year. This has had a direct impact on adult behavior by increasing the amount of discussion among the professionals on topics related to these key areas, by adopting best practices and by adding consistency through all of our programs. In addition, the district has made great strides toward aligning its curriculum. It has adopted a common curriculum data platform and universal curriculum design. Teachers are monitoring their curriculum by using professionaly developed rubrics and by utilizing team time.

• Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Mid-course corrections to last year's plan that occurred in response to reviewing data and feedback were:

Upon observing Shared Decision Making Meetings and reviewing sub-committee minutes adjustments to this process needed to be made. The number of sub-committees was not sustainable due to the size of our district. As a result, planning in key areas, such as professional development, resource allocations and community engagement was falling behind. Therefore, consolidation of duties and oversight was needed. In so doing, our sub-committees became more productive and our overall shared decision making team became more efficient.

Upon reviewing curriculum maps of K-12 courses it was determined that there was a need for more professional development. Therefore, the district engaged several of its teacher leaders in curriculum design training. This included webinars, online courses and direct work with curriculum experts in Understanding by Design. In addition, the district determined that several of its programs lacked the curriculum necessary to effectively drive instruction. Thus, the district provided student release time on several occasions and consultation support to assist in curriculum development.

In developing the CURRENT YEAR'S plan:

• List the highlights of the initiatives described in the current DCIP.

1. Renewed focus on newly hired teachers and district's mentoring program. 2. Embodiment of district's Theory of Action. 3. Greater emphasis placed on utilizing student achievement and teacher observation data to inform PD. 4. The creation of common benchmarks. 5. The continued development and alignment of K - 12 curriculum.

• List the identified needs in the district that will be targeted for improvement in this plan.

1. Recruiting and retaining highly effective personnel by improving hiring and mentoring process. 2. Increasing student achievement by establishing a process that prioritizes the allocation of resources to the district's greatest needs. 3. Establishing a system of processes and protocols that connects student achievement data to teacher practice and utilizing this data to inform PD. 4. Aligning K-12 curriculum.

• State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The Cairo-Durham Central School District, in partnership with the community, is committed to creating multiple learning pathways that empower all students to maximize their individual potential and become leaders in their local and global communities. In order for the district to fulfill our mission, there are certain needs that have to be addressed in our plan:
1. We need to improve upon the work of our Human Resources, in order to ensure that we are hiring and retaining the best teachers to achieve our mission.
2. We need to ensure that all staff are embodying our Theory of Action.
3. We need to develop a plan that will allow us to be more efficient with the allocations of our resources.
4. We need to be strategic with our Professional Development planning. This includes the use of data to drive the plan and connecting student achievement to the plan.
5. We need to continue, without waiver, on the curriculum alignment goals that have been set.
6. We need to develop a student support services plan K - 12 and improve upon our student engagement plan.

• List the student academic achievement targets for the identified subgroups in the current plan.

1. Increase the percentage of students who are reading at or above grade level by 4% across all subgroups.
2. Increase the percentage of graduates by 4% across all subgroups.
3. Increase proficiency and mastery rates on state assessments by 4% across all subgroups.
4. Decrease the course failure rate for all students by 10%.

• Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

The Cairo-Durham CSD uses a collaborative approach to strategically implement our guiding principles. We do this by placing in the center of our organizational structure our Shared Decision Making Team. This team is a representative sample of all our constituents. It is comprised of several sub-committees, each charged with implementing

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

Barriers include:
1. Changes in District leadership.
2. Outdated District policies.
3. Lean staffing of the District office.
4. Strain on resources due to increase in poverty among student population
5. A deficiency in process and protocols.
With few hands to do the work of administering the improvement initiatives and implementing the DCIP activities in an organized and thorough manner, the use of the district's shared decision making team, consultants and efficiency strategies will be absolutely essential to overcoming these anticipated barriers.

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

Staff will be provided with the following professional development opportunities:
1. The recording and utilization of student data for the purpose of informing student instruction.
2. Curriculum writing and the utilization of an Understanding by Design model.
3. Improving direct instruction in reading and writing.
4. The utilization of technology for the purpose of enhancing instruction and reaching all learners.
5. The use of common assessment and how to use benchmarking to drive instruction.
6. Direct consultation on organizational structuring.
7. Therapeutic response and intervention.
8. Tier 2 interventions within the RtI model.
Each of these opportunities were identified through the evaluation of data that included student achievement and teacher observations. In an attempt to remain flexible, the district has also set aside resources to allow for mid-year adjustments depending on student achievement feedback.

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

1. **Regular meetings of the Shared Decision Making Team.**
2. **Public dissemination of Shared Decision Making Team meetings and minutes.**
3. **Regular presentations to the BOE and school faculties regarding DCIP priorities and progress.**
4. **Updates of current initiatives and its progress at scheduled Parent Engagement Nights and Involvement Activities.**
5. **Newsletters**
6. **District website**
7. **The retainment of a communications consultant**

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

1. **Through our Shared Decision Making meetings.**
2. **Through our community oversight committee meetings.**
3. **Through our district website.**
4. **Through our district newsletters.**
5. **Through our Strategic Plan for Excellence publication.**
6. **Through our Board of Education meetings.**

For Districts with Priority Schools: Whole School Reform Model

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's reccomendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively

2.The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school, the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school, based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and gaps needs to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at the identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual

3. A Lead Partner or Partner Consortium should have the expertise and capacity to provide comprehensive support in the areas where there has been an identified gap in

A. Partner Identification and Rationale: Complete the Identified Partner Organization chart. Describe in the narrative the rationale for the selection of partner organizations in relation to meeting key district and school-level needs/gaps in capacity. Describe the relationship between the school and the partner organization(s) and how that relationship will

B. Partner Roles and Responsibilities: Describe the lead partner/partner consortium role and responsibilities in relation to district's larger strategy and the identified school's management and proposed governance structure. Types of services may include providing technical expertise in implementing a variety of components of the school intervention models, coordinating services, providing intensive job-embedded professional development for school administrators and teachers, and implementing an equitable teacher and principal evaluation system that relies on student achievement, providing fiscal support services, and creating safe school environments that meet students' social, emotional, and health needs. Explain how, over the course of project, all collaborative activities result in the transferring of knowledge, expertise, and practices from partner(s) to LEA personnel, as well as the development of policies, tools, and resources leading to a new and sustainable capacity for the LEA on its own. Describe the means by which the district will hold the

C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:
• A list of schools the partner has previously managed/supported.
• Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
• A summary of the partner's fiscal performance for the past three years.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	SOP 1.1	SOP 1.2	SOP 1.3	SOP 1.4	SOP 1.5	SOP 2.1	SOP 3.1	SOP 4.1	SOP 5.1	SOP 6.1
Student Growth Percentile for Low-Income Students	Y	Y	Y	Y	Y	Y	Y	Y		
Student Average Daily Attendance		Y		Y	Y	Y			Y	Y
Student Drop-Out Rate	Y	Y		Y	Y	Y			Y	Y
Student Credit Accruals (HS Students)	Y		Y	Y	Y		Y	Y	Y	Y
Student Completion of Advanced Coursework										
Student Suspension Rate (Short-Term / Long-Term)									Y	Y
Student Discipline Referrals	Y						Y	Y		
Student Truancy Rate										
Student Performance on January Regents Exams				Y	Y			Y		
Student Participation in ELT Opportunities		Y			Y					
Minutes of Expanded Learning Time (ELT) Offered			Y							
Teacher Average Daily Attendance Rate	Y	Y		Y						
Teachers Rated as "Effective" and "Highly Effective"	Y	Y		Y		Y	Y	Y		
Teacher Attendance at Professional Development		Y		Y						
Parent Attendance at Workshops										
Parent Participation in District/School Surveys										

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Due to the size of our district we do not have a centralized Human Resources Department. Therefore, the district needs to share the duties typically performed by a traditional HR Department with its building and district leaders, teachers, and support staff. During the 2014-15 school year systematic protocol and procedure was established for the hiring of all district personnel. This standardized the approach that all buildings followed when hiring personnel. Our district employee profile highlights key areas of strength that need to be present in newly hired teachers in order to increase student achievement specifically for high need at risk students. Moving forward, we need to ensure that candidates possess the critical attributes required in order to be successful within our system. In addition, we need to standardize our key

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2016, we will demonstrate an increase in the performance of newly hired (0-5 years) teachers in key instructional areas. This will be measured by observation data, both walkthrough and formal, throughout the school year as well as student performance on benchmark assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Teachers rated as "effective" and "highly effective" 2. Teacher average daily attendance rate. 3. Student discipline referrals. 4. Student Growth Percentiles 5. Student Credit Accruals (HS) 6. Student drop-out rate.

E1. Start Date: Identify the projected start date	E2. End Date: Identify the projected end date	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written
August, 2015	September, 2015	Create a databank of teachers in the district that have 5 years or less experience and establish a baseline using walk through data. The administrator team will review the walk through data 3 times a year (September, January, June) for these teachers for the purpose of monitoring progress and informing professional development. By providing direct support to our newest teachers we should see significant
August, 2015	September, 2015	Calibrate observation data amongst the administrators to ensure that this data is valid and reliable. The superintendent will dedicate 3 hours of admin meeting time over the summer and will provide professional development to all administrators on the Danielson 2014
August, 2015	December, 2015	Revise our teacher mentoring plan.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	**SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.**
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Cairo-Durham has a well established theory of action. Most of our stake holders are familiar with it, but there is still more growth to be made with communicating it. More importantly, we need our stakeholders to not only know our theory of action but to embody it. Therefore, we need to create a system of process and protocols that enables everyone to incorporate the theory of action into their roles and responsibilities.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Every non-teaching member in the Cairo-Durham school district will identify and submit in writing 3 ways in which they will be able to embody our theory of action during the 2015 - 16 school year. Every teacher in the school district will set an annual professional goal that is related to our theory of action and will be tracked and measured within teachscape.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Teacher daily attendance rate. 2. Teachers rated as "effective" and "Highly effective." 3. Teacher attendance at professional development. 4. Student participation in ELT opportunities. 5. Student growth percentiles. 6. Student average daily attendance. 7. Student credit accruals (HS).

E1. Start Date: Identify the projected start date	**E2. End Date: Identify the projected end date**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written**
August, 2015	September, 2015	The theory of action will be reviewed with all faculty and staff members prior to the start of the 2015-16 year.
August, 2015	September, 2015	Each staff member will complete a form explaining 3 ways they will embody the theory of action through their work.
August, 2015	October, 2015	An informational sheet will be sent home to each family explaining our theory of action and what it means to them.
September, 2015	October, 2015	Train teachers on the utilization of the goal setting process within teachscape.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	**SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.**
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The DTSDE District Review Report 2014 found that there is no comprehensive, prioritized plan for assessing the relative merits and potential impact of resource allocations within the district on school improvement and student success. Since that time, the district has made some improvements to this area by creating a resource allocations committee; however, a plan for allocating resources still needs to be fully adopted.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By April 2016, The District shared decision making team will use the explicit Theory of Action, vision, and goals to identify written priorities and measures of effectiveness to guide resource allocation decisions. This will be evidenced by an analysis of impact and rationale statements presented by administrative staff through a Community Conversations event as part of the budget development process.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Minutes of expanded learning offered. 2. Student growth percentiles for low-income students. 3. Student credit accruals (HS).

E1. Start Date: Identify the projected start date	E2. End Date: Identify the projected end date	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written
August, 2015	October, 2015	The shared decision making team (DSDMT) will organize and operate within the governance model, by developing effective and efficient procedures, communication mechanisms, public calendar of meetings and events, as well as timeline for accomplishing the established
September, 2015	April, 2016	The district shared decision making team will consider all feedback to the recommendations and revise the recommendation and protocols for timely implementation in the 2015-16 budget planning cycle.
August, 2015	December, 2015	Create a protocol to be used when funding requests are being made and have the resource allocation committee provide oversight.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district is still in the process of adapting its newly created Professional Development Plan. Although some PD activities have occurred related to the district's goals, they have not been framed within the context of the comprehensive plan to systematically produce, deliver, and monitor professional development. Consequently, the status of PD hinders the increase of teacher effectiveness to boost student achievement.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	As per the professional developmet plan, student achievement data and teacher observation data will be used to inform 2015-16 professional development activities. All activities will be coordinated, conducted and evaluated to ensure that district-wide intiatives continue to improve teacher effectiveness and increase student achievement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Student growth percentile for low-income students. 2. Student average daily attendance. 3. Student drop-out rate. 4. Student credit accruals (HS). 5. Student performance on January regents exam. 6. Teachers rated as "effective" and "highly effective." 7. Teacher attendance at professional development. 8. Teacher average attendance rate.

E1. Start Date: Identify the projected start date	E2. End Date: Identify the projected end date	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written
August, 2015	October, 2015	The district-wide PD committee, comprised of representatives from the district shared decision making team, will develop four strategic goals based on current data, DCIP and SCEP's.
October, 2015	October, 2015	The district PD committee align calendar dates with the identified PD activities in the PD plan and share with building leaders and building leadership teams for dissemination.
October, 2015	October, 2015	The PD plan will be communicated and implemented, including a PD calendar of activities to be shared with all staff, via the school level 'Building Level Leadership Teams'.
October, 2015	June, 2016	The PD committee will identify data points, evaluation protocols, and measures for assessing the efficacy of the PD plan. The PD committee will meet monthly to monitor the PD plan and make necessary adjustments for remaining yearly activities.
September, 2015	June, 2016	The PD committee will communicate and share the findings of regular monitoring with all stakeholders at least twice during the 2015-16

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members an school communities are expected to be held accountable for implementing.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district's draft DDI plan is setting the stage for holding school communities accountable for adjusting their practices to improve student achievement, based on a thorough analysis of data. However, the current stage of implementation of the DDI plan limits the ability of stakeholders across the district to have a deep understanding of how students are performing and to adjust their practices accordingly, promoting further student achievement

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The district will implement the comprehensive DDI plan, which includes a schedule for data meetings, creation of common benchmarks and the utilization of data protocols, to guide the use of data across all schools in the District.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Student growth percentile for low-income students. 2. Student average daily attendance. 3. Student drop-out rate. 4. Student credit accruals. 5. Student performance on January regents exams. 6. Student participation in ELT opportunities.

E1. Start Date: Identify the projected start date	E2. End Date: Identify the projected end date	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written
August, 2015	September, 2015	The district leader will develop a role/responsibility statement and identify a data team consisting of all stakeholder groups (including at least: grade level inquiry team/data leaders, school leaders, community members, and instructional staff).
August, 2015	June, 2016	The data team members will be trained for data analysis in order to monitor the progress of student achievement and critical district-wide goals using iReady and other district wide data sources, i.e. Regents data, eDoctrina data, benchmark data.
August, 2015	October, 2015	The Data Team will create, adopt, and implement best practice analysis protocols for use at the weekly, and/or monthly data meetings.
September, 2015	June, 2016	The Data Team will communicate findings and recommended adjustments from the weekly/monthly data meetings to all stakeholders across the District at grade level and faculty meetings.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	**SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.**
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district needs to engage the school leaders in strategic long term planning, which includes identifying goals, providing professional development for the administrators and utilizing a data platform to inform training.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The district leader will continue to implement and adapt the weekly leadership PLC. This will be evidenced through meeting schedules, agendas, and meeting minutes and work products (walk-through protocol, data dashboard, teachscape, and eDoctrina).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Student growth percentile for low-income students. 2. Student average daily attendance. 3. Student credit accruals (HS). 4. Teachers rated as "effective" and "highly effective."

E1. Start Date: Identify the projected start date	**E2. End Date: Identify the projected end date**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written**
August, 2015	September, 2015	The district leader will design a calendar of School Leader PLC meeting dates for the 2015-2016 school year
August, 2015	September, 2015	The district leader will identify resources that will be used to build capacity of the PLC members to implement the district Theory of Action, such as consultant coaching, best practices text, technology applications (i.e. Leverage Leadership, Googledocs, OEE).
August, 2015	June, 2016	The district leader will monitor the development of a responsive school environment through data presentations on walkthrough findings at PLC meetings and monitor action plans for improvement, and by shadowing building leaders during observations and walkthroughs.
August, 2015	October, 2015	Training for the purpose of familiarizing administrators on the use of the "Teaching is the Core" rubric and its utilization will occur in
August, 2015	October, 2015	Teaching is the Core Rubric will be used in the development of walkthrough tool.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Teachers require training and support in implementing the CCLS and instructional shifts in order to advance the rate of academic achievement. The district should continue to adapt and implement its short and long term plans for curriculum development to align to CCLS with curricula and to monitor its consistent implementation in order to meet the needs of all students.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Teachers and administrators will work collaboratively to improve PreK-12 curriculum maps. The curriculum software tool Rubicon Atlas will be used to analyze the completion and level of alignment with CCLS and pedagogical shifts both vertically and horizontally, across grades and subjects.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Student growth percentile for low-income students. 2. Student credit accruals (HS). 3. Student discipline referrals. 4. Teachers rated as "effective" and "highly effective."

E1. Start Date: Identify the projected start date	**E2. End Date:** Identify the projected end date	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written**
September, 2015	June, 2016	Department Facilitators (grades 6-12) and Grade Level Inquiry Team Leaders (grades K-5) will provide training and support sessions as a follow up to Questar training to further enhance the implementation of CCLS and instructional shifts to support students in achieving academic growth, which will be monitored through the review of agendas and meeting notes by building leaders.
September, 2015	June, 2016	Questar staff development office will provide bi-monthly sessions at each district building to develop CCLS aligned Curriculum Maps K-12,and CCLS instructional Shifts in lesson development.
September, 2015	June, 2016	School and district leaders will review data reports generated by instructional walk-throughs to analyze the use of assessments in instruction.
September, 2015	August, 2016	The district will independently audit its curriculum.
July, 2015	August, 2015	The district will dedicate a minimum of 18 PD hours to curriculum work.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district needs to adapt its system for monitoring and delivering professional development. Further training in the implementation of the professional development data platform (MyLearningPlan) is required. The district also needs to fully implement its professional development plan and continue to adapt its system for processing walk through data for the purpose of informing professional development.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The district leader will continue to adapt and implement the walk-through protocol to assess teacher practices in targeted areas. Data reports from walk-throughs will be analyzed to identify trends and needs for professional development. This will be evidenced by the completion of 200 walk-throughs district wide by February 2016.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Teachers rated as "effective" and "highly effective." 2. Student growth percentile for low-income students. 3. Student credit accruals (HS). Student discipline referrals. 4. Student performance on January regents.

E1. Start Date: Identify the projected start date	**E2. End Date:** Identify the projected end date	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written
August, 2015	June, 2016	On going analysis of walk-through data will take place at scheduled data team meetings with school leaders using a data protocol from "Driven by Data" suite of tools
September, 2015	June, 2016	District and school leaders will use the walkthrough data analysis information to determine the ongoing professional development activities for the PD plan at the department, grade level, building, and district level meetings.
August, 2015	December, 2015	District and school leaders will receive professional development on Danielson 2014 Framework for calibration purposes.
August, 2015	December, 2015	District and school leaders will receive training on walk through data platform (Teachscape) for analysis purposes to inform professional
August, 2015	June, 2016	Student achievement data will be used to inform professional development.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	**SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.**
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district needs to ensure that its comprehensive support policy will guide PD topics for school staff that are relevant to the needs of the student body. The district also needs to provide follow-up support tailored to meet the skill and capacity of the school level staff to enable them to effectively implement the strategies, evaluate the impact of the programs and PD on meeting needs of the students

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The District will adapt and implement the comprehensive RtI plan that is responsive to students' social emotional developmental health and uses a multi-tiered intervention process. All administrators, support staff and in-school support teams will be trained in the process and procedures by September 2015. All k - 12 staff will be trained by January 2016, with full implementation starting in the 2015-16 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Student average daily attendance. 2. Student drop-out rate. 3. Student credit accruals (HS). 4. Student suspension rate.

E1. Start Date: Identify the projected start date	**E2. End Date:** Identify the projected end date	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written**
September, 2015	December, 2015	The Instructional Support Teams will review building data (attendance, referrals, iReady progress monitoring) to look for trends and identify needs of all students, to determine varying support systems (RTI, mentoring, check and connect) to positively support student's social
September, 2015	November, 2015	Train staff on the implementation of the district's RtI plan.
September, 2015	June, 2016	Full implementation of the BASC.
September, 2015	January, 2016	Train k - 12 staff on RtIm and fully implement this program.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review Visit
B3. HEDI Rating Date:	July, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	A strategic plan to build and sustain partnerships between schools, families and the community needs to be fully implemented with fidelity and with appropriate training for school staff that can be closely monitored leading academic and social success for all students.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Each school will adopt a Family and Community Engagement plan that is aligned with the district's plan. The plan will be overseen by a family and community committee, as part of the shared decision making team, which will be evidenced by meeting agendas, minutes and action plans.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Parent attendance at workshops. 2. Parent participation in district/school surveys.

E1. Start Date: Identify the projected start date	**E2. End Date:** Identify the projected end date	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written**
September, 2015	October, 2015	The committee will incorporate the existing Parent Involvement policy into the development of the Family and Community Engagement
September, 2015	June, 2016	Using information from the Data Triangle Surveys from each district building, District leaders will ensure that grant resources are made available to each building to support ongoing parent engagement activities throughout the school year.
September, 2015	November, 2015	The FAC Engagement Committee will use a formal survey to determine the needs of the parents and community to address areas for increasing family and community engagement.
November, 2015	June, 2016	Analyze the survey results with a protocol to determine to what degrees it aligns with the Theory of Action and is implemented with family and community, as well as other family and student needs.
November, 2015	December, 2016	The FAC will write a plan that address the needs identified in the survey, as well as best practice research for promoting family engagement in rural districts and is compliant with Title I parent involvement assurances.

Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding

Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	$553,834	1%	$5,538

Improvement Set-Aside Calculation Based on Federal Funding

Fund Source	Allocation	Improvement Set-Aside -- Required	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	$553,834	5%	$27,692
Title II, Part A	$69,401	5%	$3,470
Title III, Part A LEP (allocation listed only if required)		5%	$0
Total Federal Allocation Subject to Set-Aside	**$623,235**	5%	**$31,162**

Funding Sources Used to Meet Required Set-Aside for Improvement

Fund Source	Budgeted Amount
Title I, Part A	$33,230
Title II, Part A	$3,470
Title III, Part A LEP	$0
Title VI REAP	$0
School Improvement Section 1003(a) - SIG A	$82,500
School Improvement Section 1003(g) - SIG G	$0
School Innovation Fund	$0
Local / General Funds	$0
Total Funding Reserved for Improvement	**$119,200**

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES		YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES		YES	
Develop high-quality DCIP and SCEP plans	YES		NO	Title I, Part A
Review the qualifications of Priority and Focus School Leaders	YES		NO	Title I, Part A
Submit quarterly leading indicators report to NYSED	YES		YES	
Evaluate the fidelity of program implementation	YES		YES	
Provide Public School Choice to students in Priority and Focus Schools	N/A		N/A	
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A		N/A	
TOTAL		$0		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	**Accountability Status**	**Amount of Funds Allocated for District-Level Improvement**
Cairo-Durham CSD	**Focus District**	**$59,600**

School	**Accountability Status**	**Amount of Funds Allocated for School-Level Improvement**
Cairo-Durham Elementary	Focus	**$59,600**
DISTRICT / BUILDING TOTALS		**$119,200**

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."	$119,200
Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?	NO

Financial Allocation Plan - Parent Engagement

Parent Engagement Set-Aside Budget Summary		
School	**Accountability Status**	**Amount of Funds Allocated for Parent Engagement**
Cairo-Durham Elementary School	Focus	**$5,538**
DISTRICT / BUILDING TOTALS		**$5,538**

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides."	$5,538
Has the district demonstrated how ALL funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)?	NO