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| Name of principal: | Marie Ann Culihan |
| Name/number of school: | Cairo-Durham Elementary School |
| Board Approval: | July 28th, 2016 |
| School address: | PO BOX 1090, Cairo NY 12413 |
| Identified Subgroup(s): | Economically Disadvantaged, White |

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be **approved by the local board of education, and be posted to the district's website by no later than July 29, 2016.** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete "Part III: Promoting Participation in State Assessments" found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed:

Identify the individuals who helped complete the Local Assistance Plan Self-Reflection Document:

1. Marie Culihan
2. Paul Cardettino
3. Donna Trunzo
4. Megan West
5. Marcia Atwood

Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.

Please identify three to five things that the school believes it does well for the identified sub-group:

1. Adopted and implemented a CCLS-aligned ELA Curriculum K-5 (Reading/Writing Workshop Model - Teacher College/Lucy Calkins)
2. Established and developed a Triangulated Data Tracking System - School-Wide (i-Ready, F&P, and Quarterly Benchmark Assessments)
3. Implemented a comprehensive RTI System and IST Process led by a building-wide RTI coordinator
4. Maximized Professional Development Resources (Grade-Level Leaders, Questar Consultants, Job-Embedded Professional Development)
5. Created systems and structures to increase student achievement (School Leadership Team, School Data Team, SEDH Support Committee, PBIS Committee)

Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Adjustment to a new ELA curriculum program and resources
2. Inconsistent implementation of Tier 1 intervention strategies
3. Variable use of data to differentiate instruction

Please identify three to five things that the school believes must happen (needs) for the identified subgroup that are currently not happening:

1. Explicit instructional plans that include clear objectives, high engagement, and assessment for mastery
2. Implement, with fidelity, ELA and Math curriculum maps (K-5) aligned to CCLS power standards
3. Develop a collaborative school culture utilizing a research-based instructional coaching program, job-embedded professional development, and distributive leadership
4. Movement beyond collection of data to utilizing student data to drive instructional decisions
5. Provide on-going collaborative planning opportunities for vertical alignment for all instructional staff

Part II: Plan for Overcoming Barriers and Addressing Needs

Directions: Please complete the following chart to create a plan for overcoming barriers for the identified subgroup and/or addressing any needs that must be met for the identified subgroup.

Barrier/Need to be addressed – Choose from the barriers or needs identified in Part 1.

Strategy to be implemented - Describe the strategy that will be used to address the barrier/need.

Resources to be used – Describe what resources (human capital, funding, etc.) will be used to support the strategy.

Specialized PD involved – Describe any necessary professional development that must happen to ensure effective implementation of the strategy.

Mid-year Benchmark Goal (staff efforts) – Describe what will have been accomplished by the middle of the school year in terms of staff efforts.

Mid-year Benchmark Goal (student outcomes) – Describe what will have been accomplished by the middle of the school year in terms of student outcomes.

End of the Year Quantifiable Goal - Describe what will have been accomplished by the end of the school year in terms of student outcomes.

Person(s) responsible for strategy implementation –Determine who will be responsible for implementation of the strategy.

Time period for implementation – List key dates for the planning, implementation, and evaluation of the strategy.

| Barrier or need to be addressed: | Strategy to be implemented: | Resources to be used: | Specialized PD involved: | Mid-year Benchmark Goal: (STAFF EFFORTS) | Mid-year Benchmark Goal (STUDENT OUTCOMES): | End of the Year Quantifiable Goal: (STUDENT OUTCOMES) | Person(s) Responsible for Strategy Implementation: | Time Period for implementation: |
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| Faculty and staff adjustment/ adoption of full implementation of new curriculum programs and resources | 1)Utilize the leadership of the newly hired District Curriculum and Instructional Research Coordinator | 1)Reading/ Writing Workshop PD on the Lucy Calkins Reading and Writing Program for all instructional staff (General Ed, Special Ed, and Teacher Assistants) | 1)Lucy Calkins implementation and support PD offered for all faculty and staff during the 2016 CDCSD Summer Institute PD 1.)Building-wide data driven PD (provided by walk-through too data) will be provided during scheduled quarterly Superintendent’s Conference Days on integrating | 1)Instructional staff will have attended two training sessions by December. 1)Lucy Calkins will be fully implemented in all classrooms. The school administration team will observe implementation of the reading/writing program and provide | 1)Writing proficiency for all students on the second benchmark will increase by 3% as compared to first benchmark. | 1)Writing proficiency for all students on the second benchmark will increase by 6% compared to first benchmark. | 1)Principal Assistant Principal Curriculum Director | 1)Aug - Lucy Calkins PD sessions Sept-Oct -Full Lucy Calkins Program implementation with administration observation and individualized teacher, grade level and building-wide support will be provided as needed and requested. Nov/Dec- Horizontal and Vertical program alignment PD Sept, Dec, March, June - Data monitoring and analysis utilizing DDI protocols |

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| | | | the Lucy Calkins workshop model across content areas. | monthly feedback to faculty and staff using the literacy walk-through tool to compile building-wide data from all classrooms. | | | | |
| | 2)Interview and select K-2, 3-5 instructional learning coaches. | 2)Steve Barkley Instructional Coaching Workshop Curriculum Training Program. | 2)Administration and newly hired coaches will complete the 16 week research-based online instructional coaching class. 2) A monthly PLC for instructional coaches will be held. | 2)Instructional coaches will create working relationships with at least three building teachers by December. | 2) Writing proficiency for all students on the second benchmark will increase by 3% compared to first benchmark. | 2)Writing proficiency for all students on second benchmark will increase by 6% compared to first benchmark. | 2)Principal Assistant Principal Curriculum Director | 2)Sept-Oct - Program course study, implementation and relationship building Nov-Jan & March-May - Coaching walkthroughs and feedback meetings Jan-Feb & May-June - Benchmark analysis will be completed and the data will drive goal-setting for providing coaching support in classrooms. |
| | 3)Bi-weekly thirty minute vertical and horizontal curriculum alignment meetings built into the master schedule. | 3)Structured agendas and calendars will be created by the school leadership and grade-level leaders to ensure data and a formalized data cycle is used to drive: classroom instruction, curriculum mapping development, and effective | 3)School leadership, in partnership with grade-level leaders and instructional coaches will complete a ten-month calendar identifying standardized explicit topics to be shared to the school-wide website. | 3)100% participation of all instructional staff at bi-weekly meetings. | 3) Writing proficiency for all students on second benchmark will increase by 3% compared to first benchmark. | 3) 100% active participation of all instructional staff at bi-weekly meetings. | 3) Grade-Level Leaders Instructional coaches Administrative Team | 3)Sept-June - Meetings will be held bi-weekly, with agendas and minutes shared with administration and individual grade-level teams. Oct, Jan, & May - Administration will do walkthroughs of meetings utilizing the curriculum alignment walk-through tool. Feedback will provided to grade-level leaders and communicated in grade level meetings. |

| | | RTI strategy implementation so that individualized student supports are provided as needed to identified student subgroups. | | | | | | |
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| Barrier or need to be addressed: | Strategy to be implemented: | Resources to be used: | Specialized PD involved: | Mid-year Benchmark Goal: (STAFF EFFORTS) | Mid-year Benchmark Goal (STUDENT OUTCOMES): | End of the Year Quantifiable Goal: (STUDENT OUTCOMES) | Person(s) Responsible for Strategy Implementation: | Time Period for implementation: |
| Inconsistent building-wide implementation of Tier 1 Intervention Strategies | 1)All teachers will be given professional development instruction and embedded coaching opportunities on utilizing Tier 1 Intervention Strategies for the Five Pillars of Literacy: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension | 1)RTI Coordinator/ RTI Instructional Toolkit Phonics/Word Work Tools The Reading Strategies Book by Jennifer Serravallo Instructional Coaching supports | 1)Instructional coaches and Questar ELA Specialists will provide workshops and job embedded support on the use of Tier 1 intervention tools and strategies for Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension | 1)Teachers will create 6 week individual student goals that will drive Tier 1 interventions and measure student progress. | 1)100% of students have their own individualized 6 week goal. | 1)100% of students will meet their targeted 6 week goal. | 1)Principal Assistant Principal | 1)Sept. - PD on Tier 1 intervention strategies Sept-June - Ongoing PD on Tier 1 intervention strategies targeting student/teacher subgroups as identified by observational and data driven need will be provided. Oct.-Nov. - Teacher coaches will be in classrooms modelling Tier 1 intervention strategies and conferencing with classroom teachers to support development and implementation of intervention plans. Every six weeks, individual goal setting meetings will be held to between teachers and their students to monitor progress. |

| Barrier or need to be addressed: | Strategy to be implemented: | Resources to be used: | Specialized PD involved: | Mid-year Benchmark Goal: (STAFF EFFORTS) | Mid-year Benchmark Goal (STUDENT OUTCOMES): | End of the Year Quantifiable Goal: (STUDENT OUTCOMES) | Person(s) Responsible for Strategy Implementation: | Time Period for implementation: |
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| Variable use of data to differentiate instruction | <p>1)Embedded PD for general and special education teams in using data to drive instructional practices in order to target student subgroup needs.</p> <p>2)External consultants will provide targeted PD aimed at increasing teacher capacity to utilize data in order to enhance daily planning and intervention strategy use.</p> <p>3)Expand teacher capacity to provide explicit instruction in all areas to Special Education students.</p> | <p>1)Instructional Coaches and the RTI Coordinator will work with grade level teams to analyze the school-wide data wall and classroom data walls to differentiate instruction for all students.</p> <p>2)One unit each of Questar Data Consultant Services and ELA School Improvement Services will be purchased to provide PD services.</p> <p>3)Utilize Questar III SESIS consultant support services</p> | <p>1)Embedded PD for general and special education teams in using data to drive instructional practices.</p> <p>2)PD will be offered by Questar Consultants on the systematic use of F & P miscue analysis in designing explicit, targeted literacy instruction.</p> <p>3)Individualized work with Special Education Teachers on developing progress monitoring tools for all students.</p> | <p>1)All teachers will have 6-week data walls that they will use to monitor student progress.</p> <p>2)All teachers will input tri-yearly F&P data on the building-wide data spreadsheet.</p> <p>3)Observations with the RSE-TASC Walkthrough tool will indicate an average of 3 (of 5) examples of explicit student engagement.</p> | <p>1)70% of students will make at least a half-year growth on i-Ready by January.</p> <p>2)70% of students will make at least a half-year of growth based on F&P growth targets set for the differentiated reading levels.</p> <p>3)70% of students will make at least a half-year growth on i-Ready by January.</p> | <p>1)70% of students will make at least a full-year growth on i-Ready by June.</p> <p>2)70% of students will make at least a full-year growth in F&P by June</p> <p>3)70% of students will make at least a full-year growth on i-Ready by June.</p> | <p>1)Principal Assistant Principal Instructional Coaches RTI Coordinator Grade-Level Leaders</p> <p>2)Principal Assistant Principal</p> <p>3)Principal Assistant Principal RTI Coordinator</p> | <p>1)Sept - i-Ready Diagnostic Analysis and goal-setting</p> <p>Oct-Dec/Feb-May - Embedded PD in team meetings, ongoing formative data monitoring and analysis, and planning based on data</p> <p>Jan - i-Ready Diagnostic Analysis and adjustment of goals</p> <p>June - i-Ready Assessment and evaluation of goals</p> <p>2)Sep - F&P Diagnostic/Analysis and goal-setting</p> <p>Oct-Dec/Feb-May - Ongoing PD will be offered throughout the school year to teachers during the school day and on Superintendent's Conference days.</p> <p>June - Final F&P Assessment and evaluation of goals</p> <p>3)Sep - i-Ready Diagnostic Analysis and goal-setting</p> <p>Oct-Dec/Feb-May - Walkthroughs and feedback by SESIS consultant.</p> <p>Jan - i-Ready Diagnostic Analysis and adjustment of goals</p> <p>June - i-Ready Assessment and evaluation of goals</p> |

Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroups) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

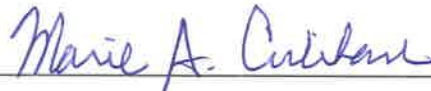
1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?
 - ❖ Creation of web links on the Cairo-Durham District Website to NYSED and EngageNY websites
 - ❖ Utilization of the monthly principal newsletter to highlight revisions with the NY state assessments
 - ❖ Work with communication specialist to reach parents through a variety of platforms

2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?
 - ❖ State Assessment Myths Parent Pamphlet
 - ❖ Review 2015-2016 student performance data with all parents and teachers
 - ❖ PTA and parent information sessions to share and discuss trends with data
 - ❖ Work with the communication specialist to reach parents through a variety of platforms

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?
 - ❖ Superintendent letters to all community stakeholders
 - ❖ Board Meetings
 - ❖ Parent Engagement Nights
 - ❖ Social Media Outlets (Facebook, Twitter, Email, Robo System Calls)

Approvals

Marie Culihan



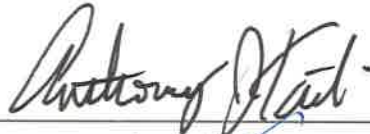
07/28/16

Principal Name

Principal Signature

Date

Anthony Taibi



7/28/16

Superintendent Name

Superintendent Signature

Date

David Infantino



7/28/16

BOE President Name

Board of Education President

Date