



<b>Name of Principal:</b>	Marie Ann Culihan
<b>Name of School:</b>	Cairo-Durham Elementary School
<b>School Address:</b>	PO BOX 1090, Cairo NY 12413
<b>Board Approval</b>	August 24th, 2017

**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 Friday, August 25, 2017.**

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: "Promoting Participation in State Assessments."
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.

5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

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 2017-18 school year. The identification is based on the performance of certain groups of students in the school on state assessments and/or the school's participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which 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 the 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 the school's academic performance and/or participation rate. 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.

**SCHOOL OVERVIEW**

Name of School: Cairo-Durham Elementary School

**Individuals Who Assisted in the Development of the LAP Plan:**

- \*Marie Culihan
- \*Paul Cardettino
- \*Megan West
- \*Carly Agostinoni
- \*Sarah Hasbrook
- \*Julia Wanek

The school has been identified for (identify all that apply):

**Performance of the following subgroups\*:**

- 3-8 Math - White subgroup

**Participation Rate for the following subgroups\*\***

- 3-8 Math - White subgroup (73%)

\*Schools identified for Performance shall complete Parts 1 and 2.

\*\*Schools identified for Participation Rate shall complete Part 3.

## **Part I: Whole School Reflection**

### ***Directions:***

**ALL SCHOOLS IDENTIFIED FOR PERFORMANCE:** *Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.*

1. **Please identify three to five things that the school believes it does well for the identified subgroup(s):**
  1. Implemented with fidelity Tier-1 researched based math instructional practices within the general education classroom.
  2. Instructional teams utilized a consistent DDI Protocol to drive instructional decisions to meet individual student needs based on newly available quarterly math benchmark data.
  3. Established and developed building-wide student math goal setting and self-reflection strategies to increase student engagement with grade level-math standards..
  4. Provided ongoing collaborative planning opportunities for vertical alignment of the Math CCLSs with all instructional staff.
  5. Restructured RTI Faculty and Support Staff within the building to improve teacher collaboration, to differentiate instruction, increase student achievement, and promote student and teacher growth.
  
2. **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(s):**
  1. Lack of a school-wide math curriculum
  2. Shortage of K-5 Math Professional Development opportunities
  3. Inconsistent implementation of Tier 2 intervention strategies
  
3. **Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening:**
  1. Adoption of a school-wide CCLS-aligned Math Curriculum (Pre-K-Grade 5)

2. Continued development of math curriculum maps and quarterly benchmarks(Pre-K-Grade 5) aligned to CCLS power standards and inclusive of the newly adopted Math Curriculum work.
3. Utilized with fidelity, the math faculty leadership (District Math Coach, RTI Specialist, and AIS Math Support Staff) to provide professional development opportunities and collaboration services targeted at ensuring provision of goal-driven, researched-based Tier 2 intervention services.
4. Building-wide, bi-weekly PLC time designated specifically for collaborative work to ensure grade-level: horizontal math curriculum alignment, consistency of grade level math services, and the ongoing use of DDI protocols to drive data-based decision making.
5. Teachers must provide daily, explicit math instructional plans inclusive of: clear curriculum based objectives, defined formative assessment opportunities and evidence of differentiated instructional practices.

**SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR: If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.**

6. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

	<b>Barrier identified in 2016-17 LAP</b>	<b>Strategies used in 2016-17 to remove barrier</b>
1.	Adjustment to a new ELA curriculum program and resources	<ul style="list-style-type: none"> <li>*Professional Learning Communities met bi-weekly to plan and assess their instructional practices and create measurable monthly goals focused on increasing student achievement.</li> <li>*Questar ELA Consultants met bi-monthly with grade-level teams providing explicit reading and writing strategies utilizing Jennifer Serravallo resources.</li> <li>*Lucy Calkins Reading and Writing PD Sessions occurred in Sept, Dec, March, and June</li> <li>*ELA Instructional Coaches pushed into classrooms during writing block to model explicit small-group instructional practices.</li> <li>*Faculty meetings shifted from informational to instructional which maximized professional development opportunities.</li> </ul>
2.	Inconsistent implementation of Tier 1 intervention strategies	<ul style="list-style-type: none"> <li>*Professional Learning Communities met bi-weekly to plan and assess their instructional practices and create measurable monthly goals focused on increasing student achievement.</li> <li>*Team meetings with building AIS staff and Questar consultants to discuss instructional strategies.</li> <li>*Data meetings held with emphasis on specific action plans for classrooms and common formative assessments to gauge their effectiveness.</li> </ul>

3.	Variable use of data to differentiate instruction	<p>*Creation and implementation of school-wide DDI protocols with quarterly assessment review and a Results First Culture.</p> <p>*Student goal-setting initiatives in all classrooms.</p>
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7. **RE-IDENTIFIED LAP SCHOOLS ONLY:** Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

	<b>Actions needed to occur identified in 2016-17 LAP</b>	<b>Actions needed to occur identified in 2017-18 LAP</b>	<b>Same both years? (Y/N)</b>
1.	Explicit instructional plans that include clear objectives, high-engagement, and assessment for mastery.	Teachers must provide daily, explicit math instructional plans inclusive of: clear curriculum based objectives, defined formative assessment opportunities and evidence of differentiated instructional practices.	YES  (ELA Goal Achieved/ Shift focus to Math)
2.	Implement, with fidelity, ELA and Math Curriculum Maps K-5 aligned to CCLS power standards	Implementation of the newly adopted math curriculum.  Continued development of math curriculum maps and quarterly benchmarks(Pre-K-Grade 5) aligned to CCLS power standards and inclusive of the newly adopted Math Curriculum work.	YES  (ELA Goal Achieved/ Shift focus to Math)
3.	Develop a collaborative school culture utilizing a research-based instructional coaching program, job-embedded professional development, and distributive leadership.	Maximize Professional Development resources and opportunities (District Math Coach, RTI Specialist, and AIS Math Support Staff)	YES (Shifting support from outside resources to building internal capacity)
4.	Movement beyond collection of data to utilizing	Adoption of a school-wide CCLS-aligned Math Curriculum	NO

	student data to drive instructional decisions.	(Pre-K-Grade 5), to aid in the coordination and consistency of student learning and data-driven assessment practices.  Continued development of and the expectation for the use of ongoing formative and summative assessment practices as the tool through which building leadership and faculty use to drive all instructional decisions.	
5.	Provide ongoing collaborative planning opportunities and vertical alignment for all instructional staff.	Building-wide, bi-weekly PLC time designated specifically for collaborative work to ensure grade-level: horizontal math curriculum alignment, consistency of grade level math services, and the ongoing use of DDI protocols to drive data-based decision making.	YES (ELA Goal Achieved/ Shift focus to Math)

**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	Mid-year Benchmark Goal (STUDENT	End of the Year Quantifiable Goal:	Person(s) Responsible for Strategy Implementation	Time Period for implementation:
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				<b>EFFORTS)</b>	<b>OUTCOMES):</b>	<b>(STUDENT OUTCOMES)</b>	<b>n:</b>	
1. Lack of a school-wide math curriculum	Purchase and implement a Pre-K - 5 aligned math curriculum.	MyMath	Introductory MyMath PD given by McGraw-Hill Specialists.  Math curriculum committee adoption team will turnkey train.	Teachers will attend one (8 hour) training prior to the start of the year.  Program implemented in all classrooms with fidelity.  Team meetings will focus on math implementation.  Principal, Assistant Principal, and Director of C&I will observe classroom practices at least once per week using Google Walk-Through Tool.	Average yearly growth on i-Ready will exceed 50%.	Average yearly growth on i-Ready will exceed 100%.	Principal  Assistant Principal  Director of C&I  Classroom Teachers	All of 2016-17 - Create math committee to evaluate multiple math programs and make a purchasing decision.  Summer 2017 - MyMath PD sessions for all teachers.  Sept-June - implementation of MyMath, curriculum mapping, formative assessment analysis, observations by administration. Admin reviews walk-through tool data and i-Ready data to formatively assess progress and provide additional professional development as needed.  Three times throughout the year - i-Ready assessments and analysis to gauge progress.



<p>2. Shortage of K-5 Math Professional Development opportunities</p>	<p>Shift a math specialist role from full time teacher to .5 teacher/.5 district specialist.</p> <p>Utilize MyMath Committee as turnkey trainers. MyMath PD.</p>	<p>MyMath. Embedded resources within the district</p>	<p>Math specialist will work weekly with teams to improve their math instruction.</p> <p>Turnkey trainers will work within their teams as MyMath Specialists. PD will be embedded during bi-weekly PLC time.</p> <p>2 sessions of MyMath PD prior to start of school.</p> <p>My Math PD Videos utilized during instructional faculty meetings.</p> <p>Instructional</p>	<p>Based on walk-through data results, Continuous work with teams to build MyMath program</p> <p>Integration of MyMath into previously created curriculum maps on Rubicon Atlas.</p>	<p>Average yearly growth on i-Ready will exceed 50%.</p>	<p>Average yearly growth on i-Ready will exceed 100%.</p>	<p>Principal Assistant Principal Director of C&amp;I District Math Specialist</p>	<p>Summer 2017 - 2 MyMath PD sessions.</p> <p>Sept - June - Embedded PD during the school day, team meetings, and after school trainings inclusive of formative assessment monitoring practices to drive ongoing admin decision making.</p> <p>Three times throughout the year - i-Ready assessments and analysis to gauge progress.</p> <p>Monthly faculty meetings will focus on MyMath Professional Development inclusive of faculty exit tickets to determine next steps.</p>
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			Coaching					
3. Inconsistent implementation of Tier 2 intervention strategies	RTI Coordinator will work with all instructional staff on building the capacity for utilizing Tier 2 researched based intervention strategies within the classroom.	My Math Intervention Program RTI Math Schedule NYS Test Data Math Manipulatives for centers. Instructional Coaching supports	RTI Coordinator will work with grade-level teams during PLC time to focus on small group instruction, math skill centers, and utilizing formative assessments	Teachers will create and implement and track 6 week individual student goals that will drive Tier 2 interventions and measure student progress.	75% of students will have created their own six week goal	Student results on the NYS Math assessment will increase by 4%.	Principal Assistant Principal Director of C&I District Math Specialist RTI Coordinator	Sept-June - 10 minutes at all faculty meetings focused on overview of researched based Tier 2 instructional strategies  Sept/Oct - PD on Tier 2 Strategies during all grade-level PLC time. Define how what is presented and why is to be determined.  Nov/Dec - RTI Coordinator will work with grade level teams to create math student goal setting binders and intervention tool-kit. Accountability?  Jan/Feb-Instructional coaches, RTI Specialist, and District Math Coach will be in classrooms modeling and supporting small group explicit instruction as need is determined by walk-through data and other formative formative faculty

								<p>assessments.</p> <p>Jan/Feb- Building administration will share walk-through data analysis and create targeted SMART goals with staff to drive faculty professional development needs for the second half of the school-year.</p> <p>Every six weeks, individual goal setting meetings will be held between teachers and their students to monitor progress.</p>
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