



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Olean City School District	Rick Moore

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	Peer Mentoring Programs
2	Attendance/Chronic Absenteeism
3	MTSS Intervention and Supports
4	Early Warning System
5	Remote Learning Supports

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §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.

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location	Meeting Date	Location
6/3/20	Zoom		
6/17/20	Zoom		
7/7/20	Zoom		
7/9/20	Microsoft Teams		
7/17/20	Zoom		

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP. If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED has determined that signatures are not required due to COVID-19.

Stakeholder Name	Role	Signature
Rick Moore	Superintendent	
Jennifer Mahar	District Coordinator of State and Federal Aid Programs	
Marcella Johnson	Director of Special Education	
Jeffrey Andreano	High School Principal	
Michael Martel	High School Assistant Principal	
Angelina Marconi	7 th Grade Math Teacher/District Level Intern	
Matthew Threehouse	Guidance Counselor	
Rene O’Connell	Guidance Counselor	
Amy Bay	High School Special Education Teacher	
Jamie Filips	High School Special Education Teacher	

Stakeholder Involvement Signature Page

Sally Ventura	High School English Teacher	
Katie Wolfgang	High School Social Studies Teacher	
Christopher Gagliardo	Alternative Education Supervisor/Principal BOCES	
Peter Ebert	Exceptional Education Supervisor/Principal BOCES	
Suzanna Stitt	Parent	
Lisa Hall	Parent	
Pete Taylor	Parent	
Amy Brush	Parent	

Priority 1

What will the District prioritize to extend success in 2020-21?	Peer Mentoring Programs
Why will this be prioritized?	The Olean City School district does not currently have a leadership program in place.

Measuring Success: *What will the District look to as evidence of this being successful?* **Implementation of new programs that support the leadership development and engagement of students with disabilities within the greater school community.**

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
National Honor Society (NHS) Peer Tutoring is implemented with 12 peer tutors identified and trained to work with peers individually within the school day or after school.	December 2020
Best Buddies program with 10 pairs of students who meet on a monthly basis.	March 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
12 NHS Peer Tutors are trained and available to meet with students on a weekly basis.	Not Applicable	12
	End of Year 2020 (optional)	End of Year 2021
	Not Applicable	12
Data point 2 (optional): 10 Best Buddies pairs are meeting on a monthly basis.	Middle of Year 2020	Middle of Year 2021
	Not Applicable	6
	End of Year 2020 (optional)	End of Year 2021
	Not Applicable	10

Priority 2

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
		National Honor Society Peer Tutoring Program
September	October	Schedule a meeting with National Honor Society advisors and guidance counselors to review tutoring requirements and establish guidelines.
10/7/2020	10/7/2020	Share tutoring program at high school faculty meeting to keep faculty members informed.
10/5/2020	10/31/2020	National Honor Society Peer tutors will engage in an orientation and training to provide an introduction to program guidelines and recommended strategies for a successful peer tutoring partnership.
October	June	Teachers and guidance counselors will suggest students who would benefit from tutoring.
October	June	NHS Peer tutors meet weekly during or outside the school day.
January Through June		
Start	End	Action
1/4/2021	1/29/2021	Schedule a meeting with representative to review program materials and curriculum to initiate a Friendship Chapter of Best Buddies in the Olean High School. Develop parent materials to introduce the program. Establish a meeting schedule for the rest of the school year.
2/1/2021	2/12/2021	Hold a student information table at lunch time and an evening parent information session to invite students to participate. Have families complete registration form.
2/22/2021	2/26/2021	Pair students into Best Buddies. Identify student leaders – one with disabilities and one without. The student with disabilities will become a Buddy Director. The student without disabilities will become the Chapter President.
3/1/2021	6/30/2021	Best Buddies meet monthly outside of the school day for a planned activity. Faculty advisors help to coordinate each month's activity (ex. Sporting event, game night, etc.)

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
We anticipate that there will be a need for building relationships between peers due to COVID-19 and virtual learning.	Provide students with opportunities to build relationships with peers through Best Buddies Program and National Honor Society Peer tutoring. Teachers and staff will seek opportunities to create virtual connections for students if in-person activities are not available.	October 2020

Priority 2

What will the District prioritize to extend success in 2020-21?	Attendance/Chronic Absenteeism
Why will this be prioritized?	The students with disabilities subgroup received a level 1 rating at Olean High school for attendance/chronic absenteeism.

Measuring Success: *What will the District look to as evidence of this being successful?* **Increase in attendance and student engagement in academic and social programming.**

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Counseling for frequently absent students – to begin with students with a history of chronic absenteeism; referrals added as students accumulate absences.	September 2020
Check in program is implemented with 15 students and a team of teacher aides and special education teachers.	September 2020
5 week attendance reports at the high school level are reviewed by student teams to help connect students to available interventions.	October 2020

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Percentage of SWD at the high school level who are considered chronically absent.	38.2%	32%
	End of Year 2020(optional)	End of Year 2021
	Not Available	30%

Priority 2

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through June		
Start	End	Action
9/4/2020	9/30/2020	Develop strategies for collecting and reporting attendance data and follow-up with students during remote or hybrid/combination learning assignments.
10/1/2020	6/30/2020	Share 5-week attendance reports with teacher teams for the purpose of review and planning for additional supports students may need. Engage in conversations with the MTSS model to make referrals as appropriate.
10/1/2020	6/30/2020	Counseling for students who are frequently absent will be provided. This strategy will also be added to the MTSS model with identified targets to consistently assign this intervention. This will incorporate a family contact to promote student and family engagement.
Check-In Program		
September	June	Identify students who are in integrated co-teaching, resource room, or 'related services only' placements who have been recommended in team meetings (see Priority 3) for additional and individualized monitoring and support. This will occur throughout the year as students' needs may be identified through team meetings, teacher recommendations, or indicators from the early warning system.
September	June	1-2 times per week, students will connect with their assigned check-in person for an individual conference during extra time in the day (ex. Study halls) to review progress, celebrate successes, check on assignments, identify any issues affecting academics, social-emotional, or other needs, and set goals for the upcoming week.
September	June	Check-in person(s) will consult with a special education teacher for support on a weekly basis for all students on their caseload. Students who need additional assistance will be recommended for review on the next team meeting.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Students will not be used to school routines with having spent three and a half months of school remotely learning in the spring of 2020. It will be imperative that the attendance of students with disabilities is closely monitored.	Check in frequently with SWD who are frequently absent. Utilize the check in process above via remote communications, such as Microsoft Teams.	September 2020

Priority 3

What will the District prioritize to extend success in 2020-21?	MTSS Intervention and Supports
Why will this be prioritized?	Focusing on MTSS intervention and supports will eliminate gaps, strengthen existing interventions, and develop a cohesive system, leading to an increase in students successfully completing credit-bearing courses.

Measuring Success: *What will the District look to as evidence of this being successful?* **An articulated model of MTSS supports that aligns the academic and behavioral intervention supports needed by students at the secondary level at various levels of intensity.**

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?		When would you expect to see this in place?
The encouragement of students to join the Liberty Partnership Program as a means to promote engagement and build relationships with their peers.		September 2020
Develop a cohesive MTSS intervention and supports system which will lead to work on improving interventions.		January 2021
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data point 1 (required): Decrease in the number of SWD who are failing 1 or more classes (Course Performance)	Middle of Year 2020	Middle of Year 2021
	Not Available	52
	End of Year 2020 (optional)	End of Year 2021
	56	50

Priority 3

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
August	October	Phase 1 – Analysis of existing interventions. A team of teachers and administrators will meet to review current practices, analyze their effectiveness in meeting intended purposes, and identify gaps in supports necessary to meet students’ needs in academic and behavioral areas.
September	June	Hold monthly meetings after school with general education teachers, special education teachers, guidance counselors, and LPP staff to review programming and needs of students who are in integrated co-teaching, resource room, or ‘related services only’ placements to make adjustments to interventions and supports on individual student plans.
November	December	Phase 2 – The team will align interventions along a continuum, generating additional resources, programs, and other supports that will address identified gaps at each tier.
January Through June		
Start	End	Action
January	June	Phase 3 – Initiate new interventions. On a monthly basis, review interventions to support implementation, reflect on intervention effectiveness and create action plans for improvement.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Due to gaps that have happened due to distance learning, it is very important that students in the SWD subgroup receive MTSS interventions and support.	A team of teachers, counselors, administrators, and intervention providers will meet in September to coordinate interventions that can be implemented virtually with some adjustments.	September 2020

Priority 4

What will the District prioritize to extend success in 2020-21?	Early Warning System
Why will this be prioritized?	There are opportunities to improve data review and collaboration among high school teachers and administrators to track and monitor student progress towards diploma requirements.

Measuring Success: *What will the District look to as evidence of this being successful?* Reflect on the interim outcomes of key indicators that will be monitored at the student level across attendance, behavior, and course performance measures to enable collaboration and interventions necessary to support student success.

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
The creation and implementation of an early warning system modeled from "A practitioner's guide to implementing early warning systems." (https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/A-Practitioners-Guideto-Implementing-Early-Warning-Systems.pdf)	February 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Decrease in the number of SWD who are missing 10% or more of instruction (Attendance)	Middle of Year 2020	Middle of Year 2021
	37.5%	32%
	End of Year 2020 (optional)	End of Year 2021
	Not available	30%
Data point 2 (optional): Decrease in the number of suspension days for SWD (Behavior)	Middle of Year 2020	Middle of Year 2021
	Not available	80
	End of Year 2020 (optional)	End of Year 2021
	179	160
Data point 3 (optional): Decrease in the number of SWD who are failing 1 or more classes (Course Performance)	Middle of Year 2020	Middle of Year 2021
	56	52
	End of Year 2020 (optional)	End of Year 2021
	Not available	50

Priority 4

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
September	October	Establish and train a team to use the early warning system. <ul style="list-style-type: none"> • Develop team • Assign roles and responsibilities • Define goals and objectives • Determine meeting content and structures • Provide professional development for using the system • Seek support through community partnerships
October	November	Identify accurate indicators for the early warning system. <ul style="list-style-type: none"> • Choose indicators • Ensure local validity and threshold checking
November	December	Design an early warning system and use reports. <ul style="list-style-type: none"> • Make reports simple but effective • Establish a process for routinely creating and using reports
January Through June		
Start	End	Action
January	February	Map appropriate interventions to individual student needs. <ul style="list-style-type: none"> • Survey what is available • Merge Response to Intervention efforts with Early Warning Systems • Map interventions to indicators • Assign interventions to students
February	March	Evaluate student progress and intervention effectiveness. <ul style="list-style-type: none"> • Examine student progress • Examine the effectiveness of interventions
June	June	Provide families with an overview of total credits earned during the current school year along with a map of additional credits required in order to receive a local or Regents diploma.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
We anticipate that there will be increased gaps among students in the SWD subgroup.	An early warning system will help to keep students on track to complete the required classes for the year to work toward their diploma.	October 2020

Priority 5

What will the District prioritize to extend success in 2020-21?	Remote Learning Supports
Why will this be prioritized?	Remote learning supports are needed in order to meet the needs of all students and in particular the SWD subgroup.

Measuring Success: *What will the District look to as evidence of this being successful?* **Students are engaged in regular participation of courses in remote and/or in-person instructional settings. They complete assignments on time and find success in meeting course objectives.**

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Students are connecting to and participating in video conferences as part of remote learning instruction.	September 2020
Students are turning in work on time.	September 2020
Students are asking for assistance as needed.	September 2020

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Student participation in remote learning as measured by daily attendance.	Not applicable	80%
	End of Year 2020 (optional)	End of Year 2021
	Not applicable	85%
Data point 2 (optional): Decrease in the number of SWD who are failing 1 or more classes.	Middle of Year 2020	Middle of Year 2021
	56	52
	End of Year 2020 (optional)	End of Year 2021
	Not available	50

Priority 5

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through June		
Start	End	Action
8/1/2020	10/31/2020	Technology tutorials and other assistance will be designed in paper, video, and other digital formats to assist students and families in use of technology tools that include regular course materials as well as assistive technology, such as Immersive Reader, dictation, and other tools.
9/8/2020	9/18/2020	Administrators, teachers, teacher aides and other staff members will work with students to help them become acclimated with Office 365 features for remote learning.
9/8/2020	6/30/2020	Administrators, teachers, teacher aides, and other staff members will work on building relationships with students remotely through Technology and Academic Support "Office Hours"
9/8/2020	6/30/2020	Daily check-in with students by special education teachers will provide a connection and support for all of the students' classes. This will include a review of current assignments and projects to help the student identify areas of support needed to help them to be successful; to monitor and support effective time management; and to encourage the students to utilize the classroom teacher and other school personnel (ex. Library media center, Writing Center) as well as online resources to seek assistance when it is needed.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Communication with families about Office 365 components.	Office365 easy to use guides sent home/published for families to read through in order to help their children maneuver this remote learning component.	August 2020
The nature of remote learning challenges students ability to engage and receive equitable instruction.	Daily check-in and technology supports will be provided to minimize the impacts of remote learning.	September 2020

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

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 plan before it is approved.
2. ☒ As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
7. ☒ 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) and §3012(d).
8. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).