LEA Name:	Olean City School District
BEDS Code:	042400010000

2015-2016 District Comprehensive Improvement Plan (DCIP)

Contact Name	Jennifer Mahar	Title	District Coordinator of State & Federal Aid Programs
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Website for Published Plan	http://www.oleanschools.org/Page/3316		

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		Colleen Taggerty, Ed.D.	7/21/2015
President, B.O.E. / Chancellor or Chancellor's Designee		Paul Knieser	7/21/2015

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 are approved. |

| NA | 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 the school leadership, and, as applicable, the receiver." |

| 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. |

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 14, 2015	OHS Board of Education Room		
June 4, 2015	Olean Intermediate-Middle School - Library		
June 10, 2015	Olean Intermediate-Middle School - Large Group Instruction Room		
June 15, 2015	Olean Intermediate-Middle School - Large Group Instruction Room		
July 16, 2015	Olean Intermediate-Middle School - Principal's Office		

Name	Title / Organization	Signature
Lisa Scanlon	Parent	
Char Dwaileebe	Parent	
Kathleen Gibbons	Parent	
Jennifer Kless	Teacher on Special Assignment / OIMS	
Joel Whitcher	Principal	
Cso Woodworth	Director of Technology	
Jen Mahar	District Coordinator of State and Federal Aid Programs	
Kathleen Elser	School Business Administrator	

District Leadership Team

District Information Sheet

District Information Sheet							
District Grade Configuration	P-12	Total Student Enrollment	2264	% Title I Population	18%	% Attendance Rate	94%

Racial/Ethnic Origin of District Student Population										
% American Indian or Alaska Native	1%	% Black or African American	7%	% Hispanic or Latino	3%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	81%	% 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 Schools	1	Number of SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	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	X	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 Science			
	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
	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.)
X	Moderate Degree (At least 50% of goals were achieved.)
	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.)
X	Moderate Degree (At least 50% of activities were carried out.)
	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.)
X	Partial Degree (Some of the identified subgroups improved achievement.)
	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.)
X	Moderate Degree (There was modest increase in the level of Parent Engagement.)
	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.)
X	Moderate Degree (At least 50% of planned activities were funded.)
	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").

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
X	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 <u>identified schools</u> made the most growth during the previous year (Mark with an "X").

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
X	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).

During the 2014-15 school year, the most significant positive impacts were generated by five projects/accomplishments: the development and use of interim assessments in ELA and math and the corresponding collaboration among grade level teams in Grades 4-7; the implementation of the co-teaching model across the district, supported with strong professional development; the planning for and initiation of student-led conferences in grades 4 & 5; the utilization of an additional Teacher on Special Assignment to support curriculum and instruction; and the establishment of a district-wide Curriculum Instruction and Assessment Council (CIAC) to collaboratively review, plan, and move forward projects to address academic needs across the district.

• 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.

During the 2014-15 school year, two goal areas were adjusted based on data review: the establishment of PBIS - while a team of teachers, counselors, and school psychologists participated in training through the Replication Grant and the New York State Positive Behavioral Interventions and Supports Technical Assistance Center, the development of a PBIS program did not follow the DCIP plan. At this time, participants have integrated strategies they've learned into their practice, but a school-wide PBIS program has not been established. Additionally, the flexible student grouping goal based on a variety of summative and formative data sources met with obstacles due to challenges with student and teacher schedules. This goal was reviewed during the DTSDE District Led Review process, with possible solutions identified as recommendations for school leaders going forward.

In developing the CURRENT YEAR'S plan:

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

The 2015-16 DCIP highlights the following initiatives: implementation of the American Reading Company's Independent Reading Level Assessment (IRLA) and ACTION 100 Accountability and Instructional Core Model; transition to EngageNY Modules in ELA and Math; the use of a data management system to improve data-driven decision-making in the Response to Intervention process; and professional development in restorative justice and family engagement.

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

The 2015-16 DCIP was developed through much collaboration with stakeholders and focuses on student achievement through enhancements in the ELA and math curriculum, professional development for school leaders and teachers, high expectations for strengthening data-driven strategies to support Response to Intervention, and developing positive relationships with students and families with a growth mindset.

• 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.

Mission/Vision Statement: "The Olean City School District is a student‑centered community of excellence in which all members are challenged to learn, achieve, contribute, and innovate." Guiding Principles: A commitment to fostering: A respectful, safe and welcoming environment; An acceptance of diversity, Continuous improvement, Academic excellence and lifelong learning, Honesty, integrity, responsibility, and accountability, and Student potential and achievement. The district's Mission/Vision Statement and Guiding Principles emphasize conditions and practices that serve to prepare students for achievement in school and in their lives. The identified needs of the district and corresponding goals/activities support this purpose as the school community studies what students know and are able to do and implements specific strategies to support their growth.

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

Students who are economically disadvantaged will achieve improved performance on state English Language Arts and Mathematics assessments at a rate that meets or exceeds the performance index for this subgroup.

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

Each of the goal areas in the 2015-16 DCIP correspond with work that has been underway in the district to strategically and systematically improve student achievement. The organizational structures in this plan focus on thoughtful, collaborative efforts by committed stakeholders, including the Curriculum Instruction and Assessment Council (CIAC), ELA and Math Committees, Administrative Council, and grade level teams, with the support of CA BOCES and other professional development providers.

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

As the district continues to build capacity and strengthen systems and procedures that will lead to the achievement of our Mission/Vision Statement and Guiding Principles, the district will seek to respond to the needs of students and families as well as school and staff with all of the resources available. The district will review and analyze new information, requirements, and needs as they arise to make mid-course adjustments to best support the achievement of our Mission/Vision Statement and Guiding Principles.

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

Throughout the DCIP, targeted professional development will be delivered in groups through faculty, department, grade level, team, and committee meetings. A component of this professional development will included embedded coaching/support for teachers and leaders through district, BOCES, and external experts. Teacher leadership opportunities and professional learning groups will be established based on professional development content that will be addressed for specific projects/need areas. As a result, increased knowledge, skills, and collaboration will be developed through embedded support and plans to monitor, review, and adjust professional development strategies.

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

District leaders will employ a variety of methods to strengthen relationships with school staff and the community, including the design, communication, and activation of district wide goals, district wide curriculum teams, and direct communication to families and staff through Superintendent Days, email correspondence, CDEP/Shared Decision Making meetings, faculty meetings, Curriculum Instruction and Assessment Council (CIAC) meetings, Family/Parent Forums, the district newsletter, School Messenger, the district website, and Facebook.

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

The DCIP goals and activities will be presented at a public Board of Education meeting on July 21, 2015. These plans will be shared during faculty and Building Level Team meetings in September and October. They will also be posted to the district website (http://www.oleanschools.org/focus). These plans will also be described and referenced in the annual parent notification letter and district newsletter.

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										
Student Average Daily Attendance						Y			Y	Y
Student Drop-Out Rate										
Student Credit Accruals (HS Students)										
Student Completion of Advanced Coursework										
Student Suspension Rate (Short-Term / Long-Term)						Y			Y	
Student Discipline Referrals						Y			Y	
Student Truancy Rate									Y	
Student Performance on January Regents Exams				Y						
Student Participation in ELT Opportunities										
Minutes of Expanded Learning Time (ELT) Offered										
Teacher Average Daily Attendance Rate						Y				
Teachers Rated as "Effective" and "Highly Effective"								Y		
Teacher Attendance at Professional Development	Y			Y			Y	Y		
Parent Attendance at Workshops										Y
Parent Participation in District/School Surveys						Y			Y	Y
Student Participation in ACTION 100		Y			Y					
Student Performance in IRLA		Y	Y	Y	Y					
Student Performance on End of Module Assessments				Y	Y					
Student Performance on STAR Assessments (Early Literacy, Reading, and Math)				Y	Y					
Student Performance on Interim Measures				Y	Y					
Student Results on Universal Screener for SEDH					Y					
Student Results on Fountas & Pinnell Benchmark					Y					
Student Participation in District/School Surveys						Y			Y	
Staff Participation in District/School Surveys						Y			Y	Y

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:	Highly Effective
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	December 2013

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.	As noted on its most recent review, the District has many successful systems in place through external partnerships, school leader support, and personnel strategies such as recruiting, evaluating, and sustaining personnel. As the District continues to move forward in improvement practices, district leaders are seeking opportunities to customize professional development for staff in ways that are differentiated, job-embedded, and adaptable to meet the needs of individual staff in new and creative ways.

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 March 2016, district leaders will develop role-specific professional development plans with an array of additional options to support differentiated, customized, and job-embedded opportunities that are focused on improvement practices for school leaders, teachers, student support professionals and district office staff members as evidenced by professional development plans, supporting documents, communications with district and school staff, and professional development participation records.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
September 2015	September 2015	The Curriculum Instruction and Assessment Council (CIAC) will meet to review the existing professional development plan for the district, scheduled professional development opportunities for the school year, and the results of the professional development needs survey conducted in June. The council members will analyze this information and generate a prioritized list of professional development needs to address role-specific professional development as well as additional areas of need as identified on staff survey results.
September 2015	October 2015	The Director of Human Resources and Curriculum Team (District Coordinator of State and Federal Aid Programs and curriculum specialists) will research opportunities that could be made available to district and school staff to address the prioritized list of professional development needs with an emphasis on those that are focused on an improvement of practices. These opportunities will be compiled into a comprehensive professional development catalog along with a guidance document to support district and school leaders as they focus on an improvement of practices.
October 2015	October 2015	The Curriculum Team will meet with school leaders to review the guidance document and professional development catalog to ensure that it provides adequate support and a full range of opportunities to support differentiated, customized, and job-embedded opportuntities for their staff. The team will incorporate recommendations and feedback in the professional development plan, guidance document, and professional development catalog.
October 2015	October 2015	The Curriculum Team will present the updated professional development plan, guidance document, and professional development catalog to CIAC for its approval and recommendation to the Superintendent.

November 2015	November 2015	The approved professional development plan, guidance document and district professional development catalog will be presented to all staff through faculty meetings, via email, and within the district's professional development software. The Curriculum Team will follow up with district and school leaders to provide any additional communications or support needed to assist school leaders and staff in participating in professional development opportunities.
November 2015	February 2016	Ongoing feedback and professional development participation will be collected by the Curriculum Team and reviewed with CIAC to determine that professional development for staff adequately support them in addressing students' needs. This may be in the form of participation reports, workshop evaluations, district/school/team/department meeting minutes, assessment data, student focus groups, additional surveys, and/or other sources.
March 2016	March 2016	District and school leaders, through the Administrative Council, will review this development cycle to be repeated on an annual basis, beginning with the needs assessment survey and gathering feedback throughout the year to inform the development of subsequent professional development plans and continue to provide opportunities that focus on an improvement of practices.

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
B3. HEDI Rating Date:	December 2013

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.	While district expectations are regularly developed and communicated in district committees and through district level plans, such as the Comprehensive District Education Plan (CDEP) and Shared Decision Making committee, the Curriculum Instruction and Assessment Council (CIAC), and various plans (technology, professional development, AIS etc), the most recent DTSDE review found that these expectations did not meet the needs of all stakeholders and could be an important factor hindering our students' success. During the 2014-15 school year, the district formed an ELA committee to target improvements needed in literacy achievement and to review and make recommendations for curricular changes needed to meet the expectation of the Common Core Learning Standards and instructional shifts. A major recommendation from this committee has resulted in the selection of the Independent Reading Level Assessment (IRLA) and ACTION 100 Accountability and Instructional Core Model from the American Reading Company for all students in grades PK through 7. As the district prepares to train staff and begin to implement this program in the 2015-16 school year, it is essential that school leaders, staff and families receive a clear and well-communicated explicit theory of action for this targeted school improvement model from district leaders.

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.	Over the course of the 2015-16 school year, district leadership will develop a clear and articulate theory of action for school improvement in the areas of student literacy achievement and provide targeted communication to staff and the families to establish high expectations for connecting professional practices to student outcomes as evidenced by district action plans that are regularly monitored for effectiveness, examples of district communications, meeting minutes, written and/or survey feedback from staff and families, and student participation/performance data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Participation in ACTION 100; Student Performance in IRLA

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**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 in its own cell.
August 11, 2015	August 11, 2015	District leaders will participate in leadership training in the Action 100 Accountability and Instructional Core Model and develop action plans in the areas of targeted communication, ongoing district and school supports, and monitoring activities for initial implementation of the Independent Reading Level Assessment (IRLA) and ACTION 100 Accountability and Instructional Core Model.
August 2015	June 2016	District leaders will complete objectives outlined on the district action plans.
September 2015	June 2016	Monthly, district leaders will meet to review progress on action plans, monitor ongoing targeted communication strategies, and analyze student participation and performance data from IRLA and ACTION 100 across the district. This team will discuss any adjustments needed on the district's action plans and communicate regularly with school leaders, staff, and families.
November 2015	June 2016	Quarterly, district leaders will meet with coaches from the American Reading Company to review progress on professional development and implementation of IRLA and ACTION 100. These meetings will include an emphasis on building professional capacity, strengthening accountability measures, and supporting transparency needs of the district.

| March 2016 | June 2016 | As the initial training and implementation phase concludes, district leaders will begin to adapt the district action plans to become plans for ongoing support, monitoring, review, and adjustments. With the assistance of the coaches from the American Reading Company, district leaders will guide the development of and supports to professional learning communities and systems for maintaining alignment between teacher practices and student achievement with high expectations that are clearly communicated throughout the district. |

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
B3. HEDI Rating Date:	December 2013

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.	In the most recent review, the district was found to have "strong financial leadership and expertise, as well as multiple structures in place to collaboratively determine and review areas of need in the district on a regular basis…" The budgeting and resource allocation process is well established with regular means for reviewing needs across the district. However, the integration of school improvement targets with these financial strategies in a multi-year plan has not yet been developed. To begin to develop a long-term comprehensive financial strategic plan focused on student achievement outcomes, district leaders should implement practices that lead to a comprehensive data-driven system for monitoring the efficiency and effectiveness of school budgets to ensure that student needs are met. Leaders should begin to evaluate district-wide resource priorities connecting financial and academic plans and utilize strategic planning resources.

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.	During the 2015-16 school year, district leaders will identify and implement data-driven strategies for monitoring financial and academic plans that promote efficiency and effectiveness and ensure that school budgets meet the needs of students; these strategies will be reviewed collaboratively through data presentations in Administrative Council meetings with district and school leaders and in Board of Education Committees, such as Operations, Buildings & Grounds, and others as evidenced by data reports and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Performance in IRLA

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
October 2015	October 2015	District leaders, including the District Coordinator of State and Federal Aid Programs/Chief Information Officer and Directors of Technology, Special Education, and Human Resources, will meet with the District Business Administrator to identify priorities for monitoring financial and academic plans and establish a timeline for relevant reporting periods.
October 2015	December 2015	District leaders will develop a plan for and participate in professional learning to build capacity in using data-driven strategies to monitor financial and academic plans that promote efficiency and effectiveness and ensure that school budgets meet the needs of students.
January 2016	May 2016	District leaders will implement data-driven strategies by collecting data and preparing data reports for the identified priorities. Progress on this work will be monitored through monthly meetings with district directors and the superintendent.
February 2016	May 2016	Data reports will be reviewed collaboratively through presentations in Administrative Council meetings with district and school leaders and in Board of Education Committees as applicable to help guide decision making based on the established timeline.
May 2016	May 2016	District leaders will meet to review the effectiveness of the data-driven strategies implemented during the school year and make adjustments and/or recommendations for additional data inquiry and analysis for the following school year.

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:	Effective
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	December 2013

| 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. | As indicated in the most recent review, a collaborative and well-supported program for professional learning is provided for staff. This includes participation in local and regional professional learning opportunities, including those offered by BOCES, the Teacher Resource Center, local universities, and by other providers. The district has also competed for and been awarded grant funding to focus on school improvement through professional development, including the Replication Grant, Supporting Effective Educator Development (SEED) Grant, and Teaching is the Core Grant. The district is also an active participant in the Response to Intervention (RTI) Personnel Development Project. Over the past year, district and school leaders have increased use of student data to drive decisions regarding professional development needs. ELA and Math committees have been established and each has moved forward recommendations to make major updates to curricular materials to meet the demands of the Common Core Learning Standards (CCLS). Grade and building level professional learning opportunities have been prioritized to support these curriculum updates and is currently being delivered in various formats (workshop, small group, coaching/mentoring support, etc). To further increase teacher effectiveness following these changes, the district needs to support school leaders in securing professional learning opportunities that are adaptive and tailored to the needs of staff members from individual schools. |

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.	Beginning in September and continuing throughout the 2015-16 school year, based on the assessment calendar for each building, district leaders will work collaboratively with school leaders to review student progress on benchmark, formative, and interim assessment measures to support professional learning opportunities and resources that are adaptive and tailored to the needs of staff members, customizing to meet strengths, needs, and improvement priorities as evidenced by school data review plans, professional development records, data reports, and action plans from each meeting.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Performance on January Regents Exams, Teacher Attendance at Professional Development, Student Performance in IRLA, Student Performance on End of Module Assessments, Student Performance on STAR Assessments (Early Literacy, Reading, and Math), and Student Performance on Interim Measures

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
September 2015	September 2015	The Curriculum Team (District Coordinator of State and Federal Aid Programs/CIO and curriculum specialists) will meet with each principal to identify assessment measures that will be monitored for each school over the course of the year. A school data review plan will be developed and will include the building's assessment and data meetings calendar for the year, identify assessment measures to be tracked, and outline inquiry questions and/or objectives to target through this work.
September 2015	June 2016	School leaders will monitor and support the administration, evaluation, and data collecting of assessments based on the established calendar, working with district leaders as needed to support the development of data reports. Assessments may include benchmark (STAR assessments, Fountas & Pinnell, etc.), formative (IRLA, performance tasks, running records, etc), and interim assessments (End of Module assessments, teacher-designed quizzes, etc).

October 2015	June 2016	The Curriculum Team will meet with each principal based on the established timeline in the school data review plan and work collaboratively to review data and identify strengths, needs, and improvement priorities. Together, they will update an action plan that outlines the current needs of staff members. The Curriculum Team will seek resources and learning opportunities that can be customized and offer flexible, differentiated professional learning for teachers. School leaders will use these supports to engage teachers in development activities.
November 2015	June 2016	The Curriculum Team and school leaders will review this work quarterly during Administrative Council to share across buildings, to generate an open, collaborative discussion on data results and targeted professional development opportunities, and to share ideas and offer feedback to colleagues.

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 and school communities are expected to be held accountable for implementing.
B1. HEDI Rating:	Ineffective
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	December 2013

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 has begun to provide professional development on promoting a data-driven culture and encourages the use of interim formative assessments. Data meetings take place following STAR assessments and interim assessments in ELA and math at some grades. However, as outlined in the most recent review, the district does not yet have established protocols and procedures to systematically identify, support, instruct, and assess student needs across the district. With professional learning around best practices in Response to Intervention and the increase in consistent data measures across grades, the district is ready to implement a data management system to collect, organize, and review student progress as well as to assign tailored interventions and track the students' progress. Having recently selected RTIM Direct as this tool, the district needs to prepare for implementation and work collaboratively with school leaders and teachers to promote a data-driven culture.

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 December 2015, the RTI Design Team will complete the set up of the RTIM Direct data management system, upload all universal screening and fall benchmark data that is available in grades P-7, train school leaders and teachers to be able to access their students' data, utilize the system to identify struggling learners, and begin using the system for scheduling and documenting meetings and tracking interventions and progress monitoring data as evidenced by the data management system reports, professional development records, and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Participation in ACTION 100, Student Performance in IRLA, Student Performance on End of Module Assessments, Student Performance on STAR Assessments (Early Literacy, Reading, and Math), Student Performance on Interim Measures, Student Results on Universal Screener for SEDH, and Student Results on Fountas & Pinnell Benchmark

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
August 2015	August 2015	The RTI Design Team members will set up the district and building settings and information tables in RTIM Direct necessary to connect student information in the system and work with the RIC to complete the set-up process.
August 12, 2015	August 12, 2015	The RTI Design Team members will participate in building level user training and set up a plan for next steps in each building.
August 2015	October 2015	The District Coordinator of State and Federal Aid Programs/CIO will faciliate the uploading of all universal screening and fall benchmark data and set up the schedule for uploads for the rest of the year.
September 2015	October 2015	District and school leaders will determine the most effective way to train staff on user access, navigation, and report generation for each building. Turnkey training for all teachers in grades P-7 will be provided according to this plan.
September 2015	December 2015	The RTI Design Team will meet quarterly to review progress on the implementation of RTIM Direct, providing support for teachers and sharing feedback and recommendations to address any needs.
October 2015	November 2015	School leaders and teachers will begin to access data from RTIM direct for RTI, AIS, Title, and other data meetings to identify and prompt discussions on ways to support struggling learners.
October 2015	December 2015	School leaders will communicate to teachers what they are expected to know how to do and are expected to begin performing regularly in the system on their own. Differentiated professional development opportunities will be available for school leaders and teachers. These will be flexible to meet the needs of those who may wish to work more or less independently and for the various types of user needs. Teachers will be responsible for completing training to meet the expectations set by their principals.

| October 2015 | December 2015 | RTI Chairpersons and school leaders will begin using RTIM Direct for scheduling and documenting meetings and for tracking interventions and progress monitoring data. |

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:	Effective
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	December 2013

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.	As found in the most recent review, there exists a positive and collegial relationship between school leadership and the district. School leaders participate in collaborative opportunities including CDEP, Administrative Council, Principals Meetings, and assorted ad hoc committees. As school leaders identify the needs of its stakeholders, the district is generally responsive in meeting most support requests. To continue to create a school community which is responsive to the needs of its stakeholders, the district should collaborate with school leaders with an emphasis on creating positive relationships and interactions among all of the adults and students in each school and across the district.

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.	Over the course of the 2015-16 school year, district and school leaders will seek out, implement, and share best practices for promoting positive relationships and interactions among all of the adults and students in each school and across the district to create, develop, and nurture a school environment that is responsive to the needs of the entire school community as evidenced by meeting minutes, examples of strategies implemented, and surveys completed by students, parents, and staff.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Suspension Rate (Short-Term/Long-Term, Student Discipline Referrals, Teacher Average Daily Attendance Rate, Parent Participation in District/School Surveys, Student Participation in District/School Surveys, Staff Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
September 2015	June 2016	During monthly Administrative Council meetings, district and school leaders will share best practices they have identified through educational research, professional development sessions, networking with other educators, or other evidence-based sources. Members will discuss ideas that they will implement in their school or across the district.
September 2015	June 2016	District and school leaders will participate in local, regional, and national professional development opportunities, such as the Model Schools Conference by the International Center for Leadership in Education, and report on best practices learned from these sessions through special presentations and/or monthly Administrative Council meetings.
September 2015	June 2016	The District Coordinator of State and Federal Aid Programs will track best practices that are disseminated among the group, strategies selected for implementation, and reflections on the results of these activities.
September 2015	June 2016	Each quarter, the Administrative Council members will review the progress that has been made implementing strategies, review available attendance, behavioral, and survey data, and use this information to adjust priorities and plans relating to positive relationships across the entire school community for the next quarter.

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
B3. HEDI Rating Date:	December 2013

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.	Since the most recent review on this Statement of Practice, the district continues to support a curriculum staff specialist from CA BOCES and has added two Teachers on Special Assignment who provide curriculum support across the district. These individuals have been instrumental in guiding the ELA and Math Committees through curriculum review and selection processes and provided day to day coaching and resources for teachers across content areas. The district has also initiated the formation of the Curriculum Instruction and Assessment Council (CIAC) to bring together a representative group of teachers and administrators from all buildings, grade levels, and content areas. This council is charged with identifying areas of need and moving forward projects and activities that will strengthen CCLS curricula. This collaborative group will provide a means for regularly monitoring and evaluating the curricula and programs for the purpose of alignment and fidelity of implementation. A formal system for monitoring curriculum alignment and curricular effectiveness that utilizes the expertise and commitment of the CIAC is needed to provide teachers opportunities to deliver instruction that is CCLS aligned and challenges every student.

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 January 2016, all district curriculum maps will be accessible through NYLearns.org and CIAC members will be trained on all features of the resources so that they can provide input into developing district procedures and protocols for teachers' use of the site and for establishing district and school systems for monitoring curriculum alignment and curricular effectiveness as evidenced by NYLearns.org content, professional development records, and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
August 2015	September 2015	The Curriculum Team will seek any newly updated curriculum documents from grade levels, teams, and departments and work with staff from NYLearns.org to upload all existing district curriculum documents into the curriculum map database.
September 2015	September 2015	Professional development from NYLearns.org will be set up so that the Curriculum Team is fully equipped to provide turnkey training and to care for the maintenance of the system. CIAC members will be trained on how to utilize all features of the resource.
October 2015	October 2015	The Curriculum Team and CIAC will conduct an orientation to the subscription features of the site (orientation to the free access components of the site was provided through faculty meetings in 2014-15), and all teachers and administrators will be set up to utilize the resource.
October 2015	January 2016	The Curriculum Team will provide regular tips and resources on features available on NYLearns.org. Questions and feedback from teachers' use of the site will be developed into a FAQ and/or tutorial resource and shared with all teachers and administrators.
October 2015	January 2016	School leaders and the Curriculum Team will begin using features in NYLearns.org to facilitate collaboration on curriculum development and as a means to review and monitor curriculum alignment.

December 2015	January 2016	CIAC will meet to develop district procedures and protocols for teachers' use of the site. Members will provide guidance on additional professional development needs and strategies for implementing curriculum review processes and collaboration through grade level, team, and department 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:	Effective
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	December 2013

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 collaborative process is in place across the district to support teachers' professional learning opportunities. As found in the most recent review, professional development and follow-up activities are designed to support staff in selecting best practices and appropriate strategies for all students. Follow-up support is designed to be job-embedded and utilize local, regional, and BOCES networks to build the capacity of staff. During the 2015-16 school year, professional development priorities will include ELA and Math Modules and the American Reading Company's Independent Reading Level Assessment (IRLA) and ACTION 100 Model. To enhance the effectiveness of these experiences, special attention to follow-up strategies that are responsive to staff needs will be essential.

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.	Beginning in September 2015, the Curriculum Team (District Coordinator of State and Federal Aid Programs and curriculum specialists) will meet with school leaders quarterly to review upcoming district and building professional development plans scheduled for implementation of ELA and Math Modules, the Independent Reading Level Assessment (IRLA) and Action 100 Model and recommend various follow-up strategies that school leaders and teachers may wish to utilize to reinforce new learning, particularly in the areas of student data use, goal-setting, and instructional practices that yield high levels of student engagement and achievement, as evidenced by professional development records and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
September 2015	June 2016	The Curriculum Team (District Coordinator of State and Federal Aid Programs and curriculum specialists) will meet with school leaders quarterly to review upcoming district and building professional development plans scheduled for implementation of ELA and Math Modules, the Independent Reading Level Assessment (IRLA) and Action 100 Model and recommend various follow-up strategies that school leaders and teachers may wish to utilize to reinforce new learning, particularly in the areas of student data use, goal-setting, and instructional practices that yield high levels of student engagement and achievement. Recommended follow-up activities will also be made available to teachers through email, faculty meetings, and collaborative team meetings.
September 2015	June 2016	School leaders will draw from these and other resources to recommend opportunities to personalize professional development with individual teachers based on their preferences and needs and give feedback to them regarding new practices following classroom observations.
September 2015	June 2016	The Curriculum Team will meet with school leaders monthly to collaboratively reflect on professional development strategies and assist with providing feedback to presenters, BOCES staff specialists, coaches, and others working with teachers on a regular basis to enhance the impact of their interactions with staff.

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
B3. HEDI Rating Date:	December 2013

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 Olean Intermediate-Middle School provides directly and/or partners with a variety of professional development, community resources, and student-centered activities that are designed to positively support students' social and emotional developmental health; however, as captured in the most recent DTSDE review, the district has not put into place a vision, expectations, or a system to teach staff to plan for, and meet, the social and emotional health needs of students. There is a need for a comprehensive model that includes professional development and structures to monitor the implementation and effectiveness relating to students' social and emotional developmental health.

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, the Olean Intermediate-Middle School Principal for Grades 4-5 and a designated CA BOCES staff specialist will become trainers for Restorative Justice through a professional development partnership across Western New York schools and BOCES and implement an action plan that includes restorative justice training and the implementation of practices to help create a "culture of care" in the Olean Intermediate-Middle School as evidenced by professional development records, the restorative justice action plan, and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate Parent Participation in District/School Surveys Student Participation in District/School Surveys Staff Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**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 in its own cell.
August 17, 2015	August 20, 2015	The Olean Intermediate-Middle School Principal for Grades 4-5 and a designated CA BOCES staff specialist will participate in a four-day training to become the district's Restorative Justice trainers. The professional development experience will require that they successfully complete 16 training modules.
September 2015	June 2016	The Restorative Justice trainers will continue to participate in required professional development as scheduled by project directors. This training will include virtual and in-person sessions throughout the 2015-16 school year.
September 2015	June 2016	Through the professional development partnership, the Restorative Justice trainers will work with school staff to develop and implement an action plan at the selected school (Olean Intermediate-Middle School). This will include professional development for school staff based on the research-based modules and implementation of practices within the school.
September 2015	June 2016	The Restorative Justice trainers will continue to develop their skills through the support of a professional learning community established in the Cattaraugus-Allegany BOCES region.

| September 2015 | June 2016 | The Restorative Justice trainers will give periodic reports to the Administrative Council to share the progress of the project. This schedule will be established based on the Restorative Justice training calendar, action plan timeline, and project activities. |

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 organizations and families.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	December 2013

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 Olean City School District has in place several policies, systems, and procedures to help promote and create a welcoming and safe environment for families, as documented on the DTSDE review. District and school level activities focusing on increasing family and community engagement have been well supported and carefully planned, such as those planned through a partnership with a Dissemination school for activities conducted through the Replication Grant. The introduction of student-led conferences has been a positive experience for families, students, and teachers. Beginning with 4th and 5th grade teachers, their students, and families during the 2014-15 school year, interest in this strategy has been explored in other grades and schools as well. The Family and Community Engagement Series (FACES) was designed to support positive and supportive relationships with families, responding to their needs; however, did not result in an effective use of resources due to low family participation numbers. District and school leaders and teachers value family and community engagement and are seeking effective strategies and additional partnerships to effectuate greater student and family outcomes.

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 December 2015, a district Family Engagement Toolkit will be developed with effective resources and supports to respond to the needs of students and families, with particular focus on meeting the needs of families from poverty, and that have been widely shared and proven to effectuate greater student and family outcomes; and presented through administrative and faculty meetings for use by school leaders and school staff to create and sustain family and community engagement as evidenced by the Family Engagement Toolkit, professional development documentation, and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Parent Attendance at Workshops Parent Participation in District/School Surveys Staff Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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 in its own cell.
September 2015	December 2015	The Curriculum Team (District Coordinator of State and Federal Aid Programs and curriculum specialists) will convene a committee to research and design the Family Engagement Toolkit. This committee will include teachers, administrators, parents, and community members representing P-12 students and families.
September 2015	October 2015	The committee will seek out research-based strategies through professional development opportunities and resources to inform the development of the district Family Engagement Toolkit. The committee will include the professional learning resources that have already been initiated in the district, including the work of Dr. Steve Constantino on family engagement and Eric Jensen's research on working with families from poverty.
October 2015	November 2015	The committee will determine the action steps necessary to compile a rich collection of strategies and resources, to develop the physical and/or digital design of the toolkit, and to produce the toolkit.

November 2015	November 2015	The committee will present the Family Engagement Toolkit to Administrative Council and offer suggestions on how this resource can support the work of school staff in their buildings.
December 2015	December 2015	The committee will present the Family Engagement Toolkit at school faculty meetings and provide information about additional resources that may be available.

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	$990,772	1%	$9,908

Improvement Set-Aside Calculation Based on Federal Funding

Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	$990,772	5%	$49,539
Title II, Part A	$173,301	5%	$8,665
Title III, Part A LEP (allocation listed only if required)		5%	$0
Total Federal Allocation Subject to Set-Aside	**$1,164,073**	5%	**$58,204**

Funding Sources Used to Meet Required Set-Aside for Improvement

Fund Source	Budgeted Amount
Title I, Part A	
Title II, Part A	
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	$58,204
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
Total Funding Reserved for Improvement	**$58,204**

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 "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES	$6,600		
Conduct DTSDE reviews, including administration of required annual surveys	YES	$16,358		
Develop high-quality DCIP and SCEP plans	YES	$2,870		
Review the qualifications of Priority and Focus School Leaders	YES	$0		
Submit quarterly leading indicators report to NYSED	YES	$897		
Evaluate the fidelity of program implementation	YES	$897		
Provide Public School Choice to students in Priority and Focus Schools	NA			
Offer 200 hours of Extended Learning Time to students in each Priority School	NA			
TOTAL		$27,623		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Olean City School District	Focus District	$8,035

School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Olean Intermediate-Middle School	Focus School	$50,169
DISTRICT / BUILDING TOTALS		$58,204

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." $58,204

Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?   YES

Financial Allocation Plan - Parent Engagement

Parent Engagement Set-Aside Budget Summary		
School	Accountability Status	Amount of Funds Allocated for Parent Engagement
Olean Intermediate-Middle School	Focus School	$9,908
DISTRICT / BUILDING TOTALS		$9,908

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides."	$9,908
Has the district demonstrated how ALL funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)?	YES