

LEA Name:	Olean City School District
LEA BEDS Code:	042400010000
School Name:	Olean Intermediate-Middle School

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Jennifer Mahar	Title	District Coordinator of State and 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 SCEP 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'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 Kneiser	7/21/2015

Statement of Assurances

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

X

1. The School Comprehensive Education Plan (SCEP) 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. Note: For schools identified as Pers

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 recommendations 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 School Comprehensive Education Plan (SCEP) 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 School Comprehensive Education Plan (SCEP) 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.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP 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 SCEP.

Instructions: List the stakeholders who participated in developing the SCEP 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)
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
Jennifer Kless	Teacher on Special Assignment/OIMS	
Joel Whitcher	Principal	
Lacey Hill	English 7 Teacher / OIMS	
Patti Metler	SWD Grade 6-7 Teacher / OIMS	
Sue Kallenbach	4th Grade Teacher	
Katie Ralston	Teacher on Special Assignment /OHS	
Lisa Scanlon	Parent	
Char Dwaileebe	Parent	
Kathleen Gibbons	Parent	
Jen Mahar	District Coordinator of State/Federal Aid Programs	

School Information Sheet

School Information Sheet							
Grade Configuration	4-7	Total Student Enrollment	672	% Title I Population	31.50%	% Attendance Rate	96%
% of Students Eligible for Free Lunch	48%	% of Students Eligible for Reduced-Price	11%	% of Limited English Proficient Students	0%	% of Students with Disabilities	22%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	8%	% Hispanic or Latino	3%	% Asian, Native Hawaiian / Other Pacific Islander	3%	% White	82%	% Multi-Racial	4%

School Personnel							
Years Principals Assigned to School	10/3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2.5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	0%	Average # of Teacher Absences	10.4

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4	21%	Math Performance at Level 3 and Level 4	22%	Science Performance at Level 3 and Level 4	82%	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No				

School Information Sheet

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

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

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

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

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP 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 SCEP, 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 SCEP 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 School achieved the goals identified in the previous year's School Comprehensive Education 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 School successfully implemented the activities identified in the previous year's SCEP (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 SCEP 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 SCEP 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 SCEP 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 school 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 SCEP 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 in the DTSDE District Led Review process, with possible solutions becoming the recommendations for school leaders going forward.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

The 2015-16 SCEP 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 school that will be targeted for improvement in this plan.

The 2015-16 SCEP 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 school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The Olean Intermediate-Middle School's Mission/Vision is: "Preparing for future success...one student at a time." This corresponds with the Olean City School District's 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 school structures will drive strategic implementation of the mission/guiding principles.

Through the Building Level Team, Faculty, Administrative Council, and committee meetings, the Olean Intermediate-Middle School will meet regularly with various stakeholder groups to monitor, review, and support the improvement initiatives guided by the SCEP. The action plans in this document will be regular agenda items for these sessions and will serve to provide support and oversight to their implementation.

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

As the Olean Intermediate-Middle School continues to build capacity and strengthen systems and procedures that will lead to the achievement of our Mission/Vision Statement and Guiding Principles, the school will seek to respond to the needs of students and families as well as school and staff with all of the resources available. School leaders 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.

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

Throughout the SCEP action plans, targeted professional development will be delivered in groups through faculty, department, grade level, team, and committee meetings. A component of this professional development will include 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 school leaders will implement to strengthen relationships with school staff and the community.**

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

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

The SCEP 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.

• **Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.**

Not applicable for this school

Common Leading Indicators Worksheet

[illegible]

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	February 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	As identified on the most recent review, the school leaders at the Olean Intermediate-Middle School have been seeking ways to strengthen their use of evidence-based systems and structures to support a data-driven culture across all grade levels. With the selection of the American Reading Company's Independent Reading Level Assessment (IRLA) and ACTION 100 Model, school leaders and teachers in the district at grades P-7 will be provided with a performance management system (SchoolPace/eIRLA). This new tool will help to provide school leaders with a school-wide data system for formative assessment in literacy. Professional learning and collaborative planning is needed in the areas of literacy, data, and technology to take full advantage of this system.
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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, school leaders at the Olean Intermediate-Middle School will implement data protocols and systems to fully utilize student data from the Independent Reading Level Assessment (IRLA) and ACTION 100 Model to set high expectations for all students in grades 4-7 and to guide teachers in improvement practices as shown through daily monitoring of student participation and performance data and weekly data review with teachers to guide instructional decisions and as evidenced by professional development records, meeting minutes, and data reports.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students 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	School 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. SchoolPace/eIRLA, the performance management system, will be set up, and school leaders will have access to student and teacher data from the first day of school. Data dashboards and daily data email summaries will be activated.
August 2015	June 2016	School leaders will participate in professional development sessions as scheduled and will meet with coaches from the American Reading Company on each of their scheduled days to co-construct differentiated learning experiences for teachers and address the needs of the school.
September 2015	June 2016	School leaders will review daily data email summaries and access data dashboards throughout each week to monitor student participation and progress and the overall implementation of the program.
September 2015	June 2016	School leaders will review teacher/class data weekly to monitor implementation of the program and the progress of students.
October 2015	February 2016	School leaders will meet with the district Curriculum Team and/or coaches from the American Reading Company to develop data protocols used with teachers, including Levels Checks, data meetings, Power Goals, conferencing records, and use of eIRLA for formative assessment tracking.
October 2015	June 2016	School leaders will meet with teachers in weekly team meetings to monitor student progress and use data to guide instructional decisions.

October 2015	June 2016	School leaders will present data on students' IRLA assessment performance and ACTION 100 participation at district data meetings as scheduled throughout the year.
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Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	February 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	With the selection of EngageNY Math Modules for grades 4 & 5 and the ELA Modules for grades 4-7 made by the ELA and Math Committees during the 2014-15 school year, the Olean Intermediate-Middle School requires professional development, resources, and technical assistance strategies for module development and implementation to include the collaborative design of unit plans and other curriculum documents in the upcoming 2015-16 school year.
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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, the Olean Intermediate-Middle School school leaders and teachers will follow the school's ELA and Math Module Implementations Plan that includes a formal schedule for professional development, follow-up support, vertical and horizontal collaborative curriculum work, and the design of unit plans and curriculum tools (pacing calendars, curriculum maps, formative assessments) to create a smooth transition to new curricular materials and positively impact student achievement as evidenced by professional development records, curriculum documents, data analysis reports, and meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Performance on End of Module Assessments

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 Curriculum Team (District Coordinator of State and Federal Aid Programs and curriculum specialists) will meet with school leaders to review the ELA and Math Modules Implementation Plan and make any adjustments to professional development plans.
August 2015	June 2016	Professional development on the ELA and Math Modules will continue based on the established grade level training schedule. School leaders and teachers will be given a menu of follow-up support options to personalize their learning.
September 2015	June 2016	ELA and Math grade level teams will meet on a scheduled basis to collaboratively develop curriculum maps using NYLearns.org and to design unit plans, pacing calendars, and lesson plans. Key resources, such as formative assessment measures will be made available as a link directly on the curriculum map. Additional resources will also be linked for access by all teachers.
September 2015	June 2016	The Curriculum Team will provide assistance to the school leaders to prepare and review data reports following each End of Module assessment to identify student performance overall and broken down by subgroups. Data meetings will be held with each ELA and Math grade level team after every module.
September 2015	June 2016	ELA and Math grade level teams will meet on a scheduled basis following End of Module assessments to review student performance data, including item analysis. School leaders and teachers will discuss their data findings and seek strategies to address identified needs (ex. regrouping students to reteach particular skills they need).
September 2015	June 2016	The Curriculum Team will meet with the school leaders monthly to review the Implementation Plan and make adjustment as needed.
September 2015	June 2016	School leaders will present data on students' ELA and Math assessment performance at district data meetings as scheduled throughout the year.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	February 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	During the past two years, teachers at the Olean Intermediate-Middle school have begun to use interim assessments in ELA and math in grades 4-7. This data is analyzed to provide teachers, students, and families with feedback on student progress and to help guide instructional decisions. In the most recent review, it was reported that while interim and benchmark assessment data was reviewed to monitor student growth, the use of regular formative assessment measures to adjust instruction is an area of need and that only limited data-driven feedback is provided to students. It was recommended that supports be provided to establish a system whereby teachers conduct regular formative reading assessments and analyze data in a timely manner and to make purposeful adjustments to instruction in order to better meet students' needs and lead to academic achievement.
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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, 100% of ELA teachers at the Olean Intermediate-Middle School will participate in a series of professional development sessions on the Independent Reading Level Assessment (IRLA) and ACTION 100 Model and apply these skills in their classrooms with all students such that all students have been leveled in IRLA, have a Power Goal, conference with their teacher(s) on a regular basis, and participate in independent reading as evidenced by professional development records, IRLA assessment data, ACTION 100 records, and conferencing documentation.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Teacher Attendance at Professional Development 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 24, 2015	September 30, 2015	ELA teachers at the Olean Intermediate-Middle School will participate in the American Reading Company's professional development series, addressing the following topics as scheduled: Smart School Systems, Educator Efficacy, Baseline Reading Levels, Schoolwide Reading Culture, Academically Successful Home Routines, Rigorous Standards-Based Instruction at Grade Level, Data Dashboards Track Student Growth, Differentiated Support for Individual Students, Strategic Interventions, Instructional Design Built on 3 Shifts of the Common Core State Standards, Effective Professional Learning Communities, and Operating Systems Aligned to Ensure 100% of Students Read/Write Proficiently
September 2015	September 2015	ELA teachers will level all students at the Olean Intermediate-Middle School using IRLA and begin participating in independent reading at school. Title I Reading, AIS, and special education teachers will work closely with ELA teachers to collaborate on instructional plans.
September 2015	June 2016	Teachers will meet in grade level teams weekly to review progress on the implementation of IRLA and the ACTION 100 Model. School leaders, literacy coaches, and curriculum specialists will attend these meetings regularly to provide support and collect feedback to help guide professional development and other supports.
September 2015	June 2016	The district Curriculum Team will present additional professional development opportunities, resources, and supports for teachers to personalize their learning and build confidence and competency with these new literacy strategies.

October 2015	June 2016	As professional development is scheduled, teachers will begin using Power Goals and conferencing strategies with students in accordance with the expectations and protocols established by the school leaders. These strategies will be used by all teachers working with each student (ex. Classroom teacher, Title I teacher, AIS provider, special education teacher, etc).
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Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for 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 the most recent DTSDE review and other applicable data.	As reported in the most recent IIT review, the Olean Intermediate-Middle School has some services in place to support the social and emotional development of some students. There is currently not a universal screening process or an overarching system to support the social and emotional health of all students. Although there are many activities and programmatic efforts as well as some communication and data components, there is not a comprehensive and coordinated system in place that systematically aligns supports and interventions for students and enables staff to work together to monitor programs and services to effectively address barriers to students' social and emotional health and academic success.
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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, all grade levels will administer a universal screening measure for students' social and emotional developmental health which is tracked in a Response to Intervention (RTI) / Instructional Support Team (IST) data management system and used to identify and monitor supports and interventions designed to target students' needs as evidenced by professional development records and screening, intervention, and progress monitoring reports.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Results on Universal Screener for SEDH, Response to Intervention Problem Solving Team Meetings, Response to Intervention Requests for Assistance

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	School leaders will establish an ad hoc committee to guide this project. At least two members will be those who also serve on the district's RTI Design Team, and at least two members will be student support staff, such as counselors. Representatives from partner agencies, including the Cattaraugus County Department of Community Services, will also be invited to participate. Committee members will meet to review the goal plan and identify any additional supports needed. The committee will review potential screening measures, administration guidelines, and data components. The RTI Design Team members will present the data system structures of RTIM Direct that will be used to track the results of the universal screening measure as well as subsequent interventions and progress monitoring data. Action steps will be outlined to identify work needed, along with individuals responsible for each task.
October 2015	March 2016	The committee will meet bi-weekly as needed to complete action steps necessary to select the universal screening measure, participate in professional development, and develop an administration plan.
November 2015	November 2015	The committee will present an overview of the administration plan and provide professional development during the Olean Intermediate-Middle School faculty meeting. Feedback and questions from teachers and staff will be collected and reviewed at subsequent committee meetings to guide plan details.
January 2016	February 2016	Committee members and intervention providers will participate in professional development on RTIM Direct navigation and district protocols for the monitoring of interventions in RTIM Direct.

January 2016	February 2016	Committee members will oversee the implementation of universal screening to all students in grades 4-7 and upload results into RTIM Direct.
February 2016	March 2016	School leaders and committee members will meet with grade level teams to review the results of the screening, discuss the RTI and IST action steps for those students who may need interventions, and assist with setting up interventions and progress monitoring measures in RTIM Direct.
March 2016	March 2016	The committee will review the screening process, make any adjustments to the administration plans, and develop a plan for annual universal screening for students' social and emotional developmental health.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
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 the most recent DTSDE review and other applicable data.	During the 2014-15 school year, the Olean Intermediate-Middle School has taken several steps, outlined on the SCEP, to address the recommendations of the December 2013 IIT Review for Tenet 6. This DTSDE review reported a need for a plan to create and sustain family engagement and to share data in ways that encourages families to understand and use the data to advocate for their children. To address this, the teachers and school leaders have begun to implement student-led conferences by providing professional development and resources. All grade 4 & 5 teachers began to conduct student-led conferences in the spring of 2015 and grade 7 has also begun to set up procedures for student data binders for student-led conferences as well. The Family and Community Engagement Series (FACES) was developed to provide families with parent education and an opportunity to connect with the school on key topics, such as Communication Strategies for Success, What is the RTI Process?, Understanding State Testing and Regents Exams, and Social and Emotional Health. While the first session was attended by eight parents, the next were attended by only 1-2. This format is not providing an effective means to connect with families. Additional strategies and approaches are needed.
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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 February 2015, 100% of teachers, by grade level team, will begin to integrate family education segments into school events in order to strengthen partnerships with families through a variety of strategies, including student-led conferences, family education videos, and digital content, including social media, email, and website resources such that parent participation can be monitored and reviewed to adjust strategies to effectively meet the needs of families and is evidenced by sign-in sheets, digital visitation/view data, examples of content developed, parent feedback collected, and team meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops, Parent Participation in District/School Surveys, Web Page Visitor Statistics, Parent Portal Access Records

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	Baseline data will be collected for leading indicators by district and school leaders.
October 2015	October 2015	At the October faculty meeting, the Curriculum Team will make a presentation at the Olean Intermediate-Middle School faculty meeting to provide details on this goal. Groups will spend time brainstorming example activities that may provide opportunities for enhancing family education and engagement. Data component for tracking participation and monitoring leading indicators will be reviewed. Questions and feedback will be collected to help guide the process.
November 2015	November 2015	District leaders will meet with school leaders to share the district's Family Engagement Toolkit (see DCIP Goal for 6.1).
December 2015	December 2015	The Curriculum Team will present an overview of the family engagement toolkist at the January faculty meeting.
January 2016	January 2016	The Curriculum Team will meet with each grade level team to map out strategies they select to integrate and plan for data collection. Resources from the toolkit that will be reviewed in detail, and any additional supports or resources needed will be identified. The group will summarize this plan with action steps to be taken, individuals responsible for each task, and a timeline for the strategies. This plan will be shared with the school leaders and reviewed at the Building Level Team meeting.

January 2016	February 2016	School leaders and the Curriculum Team will follow up with grade level teams to monitor their progress and provide any support needed. Data collection and regular status checks will be established with the expectation that family education strategies and corresponding data will be shared by each team at faculty meetings going forward.
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