LEA Name:	Olean City School District
BEDS Code:	042400010000

ENTER DATA INTO YELLOW CELLS. ONCE BEDS CODE IS ENTERED, MULTIPLE DATA POINTS WILL AUTOMATICALLY PRE-POPULATE.

2014-2015 District Comprehensive Improvement Plan (DCIP)

Contact Name	Jennifer Mahar	Title	Dist. Coord for State/Fed Aid Programs		
Phone	716-375-8039	Email	jmahar3@olean.wnyric.org		
Wesite Link for Published	ttp://www.oleanschools.org/Focus				
Plan					

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
		Colleen Taggerty, Ed.D.	
Superintendent			
President, B.O.E. / Chancellor		John Bartimole	
or Chancellor's Designee			

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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 of stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.

Name	Title / Organization	Signature
Colleen Taggerty	Superintendent, Olean City School District (OCSD)	
Gerald Trietley	Grades 6-7 Principal, Olean Intermediate-Middle School, OCSD	
Joel Whitcher	Grades 4-5 Principal, Olean Intermediate-Middle School, OCSD	
Marcie Richmond	Director of Special Education, OCSD	
Jennifer Mahar	District Coordinator of State and Federal Aid Programs, OCSD	
Katie Ralston	Special Education Teacher, Olean Intermediate-Middle School, OCSD	
Jennifer Kless	Reading Coach/Curriculum Coordinator, Olean Intermediate-Middle School, OCSD	
Patricia Rickicki	Teacher Aide, Olean Intermediate-Middle School, OCSD	
Mary Magro	6th Grade Teacher, Olean Intermediate-Middle School, OCSD	
Angie Bello	7th Grade Teacher, Olean Intermediate-Middle School, OCSD	
Ryan Talbot	5th Grade Teacher, Olean Intermediate-Middle School, OCSD	
Jeff Capitani	Youth & Family Services, Directions in Independent Living	

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District Leadership Team

Kate Steigwald	Youth & Family Services, Directions in Independent Living	
Denise Renaud	Parent	
Tonya Doxey	Parent	
Rychelle Weseman	Parent	

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District Leadership Team

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
	Olean Intermediate-Middle School - Large Group Instruction		
June 26, 2014	Room	Yes	Yes
	Olean Intermediate-Middle School - Large Group Instruction		
July 7, 2014	Room	Yes	Yes
July 10, 2014	Olean High School - Board of Education Room	Yes	Yes
July 11, 2014	Olean High School - Board of Education Room	Yes	Yes

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District Information Sheet #1

District Informat	District Information Sheet										
District Grade	P-12	Total Student	2272	% Title I	18%	% Attendance	95%				
Configuration		Enrollment		Population		Rate					
- 11/-1 1 0											
Racial/Ethnic Ori	igin of Distri	ct Student Popula	ation								
% American		% Black or		% Hispanic or		% Asian, Native		% White		% Multi-Racial	
Indian or Alaska	1%	African American	7%	Latino	2%	Hawaiian/Other	3%		83%		4%
Native						Pacific Islander					
Overall State Acc	countability	Status									
Number of Focus		Number of		Number of Local		Number of		Number of SIG(a)		Number of SIG(g)	
Schools	1	Priority Schools	0	Assistance Plan	0	Schools in Status	1	Recipient Schools	1	Recipient Schools	0
	1		O	Schools	Ü		-		1		Ü

Set-Aside Calculation Based on Federal Funding					
		Improvement Set-Aside	Mandated Set-Aside		
Fund Source	Preliminary District Allocation	Required Percentage	(Equivalent Amount)		
Title I, Part A	\$674,798	5%	\$33,740		
Title II, Part A	\$173,030	5%	\$8,652		
Title III, Part A LEP (allocation listed only if required)	\$0	5%	\$0		
Total Federal Allocation Subject to Set-Aside	\$847,828	5%	\$42,391		

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District Information Sheet #1

Funding Sources Used to Meet Required Set-Aside for Improvement				
Fund Source	Allocation			
Title I, Part A	\$6,748			
Title II, Part A	\$7,480			
Title III, Part A LEP				
Title VI REAP				
School Improvement Section 1003(a) - SIG A	\$23,805			
School Improvement Section 1003(g) - SIG G				
Race to the Top	\$7,400			
School Innovation Fund				
Local/General Funds	\$1,008			
Other (Replication Grant)	\$2,700			
Other (Please Define)				
Other (Please Define)				
ther (Please Define)				
Total Funding Reserved for Improvement	\$49,141			

The Improvement Set-Aside has been met.

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District Information Sheet #2

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			
Х	Students with Disabilities	Limited English Proficient			
	Economically Disadvantaged				

	Did Not Meet Adequate Yearly Progress (AYP) in Mathematics					
	American Indian or Alaska Native	Black	ck or African American			
	Hispanic or Latino	Asia	an or Native Hawaiian/Other Pacific Islander			
X	White	Mult	lti-Racial			
X	Students with Disabilities	Limit	ited English Proficient			
	Economically Disadvantaged					

Did Not Meet Adequate Yearly Progress (AYP) in Science				
American In	dian or Alaska Native	Black or African American		
Hispanic or	Latino	Asian or Native Hawaiian/Other Pacific Islander		
White		Multi-Racial		
Students wi	th Disabilities	Limited English Proficient		
Economically Disadvantaged				
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective				
Limited English Proficient				

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DCIP 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. This Overview should be no more than seven pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan.	3 = Moderate Degree (At least 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the District successfully implemented the activities identified in the previous year's District Comprehensive Improvement Plan.	3 = Moderate Degree (At least 50% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's	
District Comprehensive Improvement Plan impacted academic achievement targets for identified	3 = Moderate Degree (A majority of identified subgroups improved achievement.)
subgroups.	
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's	3 = Moderate Degree (There was modest increase in the level of Parent Engagement.)
District Comprehensive Improvement Plan increased Parent Engagement.	3 - Woderate Degree (There was modest increase in the level of Farent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's	
District Comprehensive Improvement Plan received the funding necessary to achieve the	3 = Moderate Degree (At least 50% of planned activities were funded.)
corresponding goals.	
6. Using the drop-down menu, identify in which Tenet the district made the most growth during the	Tonat 2: Curriculum Davalanment and Sunnart
previous year.	Tenet 3: Curriculum Development and Support
7. Using the drop-down menu, identify in which Tenet identified schools made the most growth	Tonat 2: Curriculum Davalanment and Support
during the previous year.	Tenet 3: Curriculum Development and Support

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• List the strengths of the previous year's plan.

The DCIP implemented during the 2013-14 school year helped to guide the district in developing an understanding of the Diagnostic Tool for School and District Effectiveness and to plan school improvement activities accordingly. Specific goal areas were identified using the self-assessment conducted in June 2013 as well as other data sources. Professional development and collaboration time helped to more comprehensively implement the Common Core Learning Standards and instructional shifts in lessons. Curriculum maps and other curriculum documents were developed to provide consistent and aligned guides for teachers. The Joint Work Plan for the Replication Grant activities between the Olean Intermediate-Middle School and Dissemination Grant school were coordinated to address DCIP and SCEP goals and activities.

• List the weaknesses of the previous year's plan.

Goal timelines needed to be adjusted for some activities in order to better address student and school staff needs. With more experience using and applying the DTSDE rubric, we learned that some goals and activities would have been better aligned to and addressed in other Statements of Practice.

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In developing the **CURRENT** plan:

• List the highlights of the initiatives described in the current DCIP. How are these initiatives supported through all funding sources?

In the 2014-15 DCIP, several key initiatives will be the focus of district and school improvement. These include Phase 1 of the co-teaching model, increased family engagement strategies, including professional development to best meet the needs of economically disadvantaged families, positive behavioral interventions and supports, and the use of interim assessments to support data driven instruction.

• List the timeline of events that led to the creation of the current plan.

Monthly Focus District committee meetings were held throughout the school year. During March and April, stakeholder groups reviewed the State-led IIT review reports for the district and the Olean Intermediate-Middle School, considering the debriefing statements, strengths, areas for improvement, and recommendations for each Tenet. During the spring faculty and administrative meetings, the components of the reviews were discussed, along with anticipated 'next steps' in the process. During the June Focus District committee meeting, the review components, data sources, and guidelines were reviewed to contribute the DCIP/SCEP planning. Stakeholder groups met in July to use the data sources and recommendations from the IIT reviews to generate the DCIP and SCEP plans.

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

The DCIP and SCEP goals and activities were presented at a public Board of Education meeting on July 15, 2014. 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.

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

Among the identified needs targeted in this plan, the district has goals and activities to provide instructional strategies that help to make the expectations of the Common Core Learning Standards accessible to all students (ex. co-teaching model, differentiated instruction professional development); to identify and implement strategies to better meet the needs of students and families from poverty (ex. Building a Culture of Hope and Teaching with Poverty in Mind); to increase supports to address students' social and emotional developmental health (ex. positive behavioral interventions and supports); and to effectively use data to drive instruction (ex. interim assessments, student led conferences).

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• 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.

• State the strategy and timeline to accomplish the mission or guiding principles.

Through the Shared Decision Making/CDEP, Building Level Team, Faculty, Administrative Council, and Focus District Committee meetings, the Olean City School District will meet regularly with various stakeholder groups to monitor, review, and support the improvement initiatives guided by the DCIP. 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.

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• Describe district structures that support strategic implementation of the mission/guiding principles.

Through the Shared Decision Making/CDEP, Building Level Team, Faculty, Administrative Council, and Focus District Committee meetings, the Olean City School District will meet regularly with various stakeholder groups to monitor, review, and support the improvement initiatives guided by the DCIP. 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.

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.

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• 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.

• List the data sets that were analyzed to determine prioritized professional development

Stakeholder feedback through survey and meeting responses, parent forums, DCIP/SCEP planning sessions; students' local assessments, including interim, benchmark, and final exams; students' attendance and discipline records, State-led IIT review documents.

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• List the data sets that were analyzed to determine prioritized professional development

Stakeholder feedback through survey and meeting responses, parent forums, DCIP/SCEP planning sessions; students' local assessments, including interim, benchmark, and final exams; students' attendance and discipline records, State-led IIT review documents.

• List the professional development options that will be provided. For each option, describe the delivery method and the change(s) in practice that will be evident as a result.

Throughout the DCIP/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 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.

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• List all methods of communication 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 structures, and direct communication to families and staff through Superintendent Days, email correspondence, CDEP/Shared Decision Making meetings, faculty meetings, Focus District committee meetings, Family/Parent Forums, the district newsletter, School Messenger, the district website, and Facebook.

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Prioritized Funding Matrix

Improvement Reserve										
Improvement % for this District	5%	MOST	LEAST RESTRICTIVE USE							
List Required Reserve (in Dollars)	\$42,391	RESTRICTIVE USE OF FUNDS	OF FUNDS							

Tenet Area	Tenet-Specific	Tenet-Specific	Has the District	How many	How many	Is the district	The district must	The district may	The district must	The district may
	Reserve	Reserve Amount	received a HEDI	identified schools	identified schools	required to	allocate <u>at least</u>	allocate <u>up to</u> this	allocate this	allocate this
	Percentage		Score of "Highly	received a DTSDE	received a rating	reserve a portion	this amount of the	amount of the	amount of Tenet-	amount of Tenet-
			Effective" or	review of this	of "Highly	of their	Tenet-specific	Tenet-Specific	Specific reserve	Specific reserve
			"Effective" for this	Tenet?	Effective" or	Improvement Set-	reserve amount	reserve amount	for Tier 1 or Tier 2	for Tier 1 or Tier 2
			Tenet?		"Effective" for this	Aside Funds for	for Tier 1 activities	for Tier 1 or Tier 2	activities mapped	Activities in any
					Tenet?	this Tenet?	mapped to this	activities mapped	to this Tenet <u>or</u>	Tenet.
							Tenet (to be	to this Tenet.	may reallocate	
							reflected on the		this amount for	
Tenet 1	10.0%	\$4,239	No			Yes	\$2,120	\$2,120	\$0	\$0
Tenet 2	10.0%	\$4,239	Yes	1	0	Yes	\$2,120	\$2,120	\$0	\$0
Tenet 3	25.0%	\$10,598	No	1	0	Yes	\$5,299	\$5,299	\$0	\$0
Tenet 4	25.0%	\$10,598	Yes	1	0	Yes	\$5,299	\$5,299	\$0	\$0
Tenet 5	15.0%	\$6,359	No	1	0	Yes	\$3,179	\$3,179	\$0	\$0
Tenet 6	15.0%	\$6,359	Yes	1	0	Yes	\$3,179	\$3,179	\$0	\$0

\$21,196 \$21,196 \$0 \$0 50.0% 50.0% 0.0% 0.0%

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

the Tenet to be addressed by the	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	• •	District Cost(s): Identify the district cost associated with each fund source.	Targeted Schools: Identify the school(s) targeted by each activity.	Targeted Schools: Identify the identification status of each targeted school.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 1	Tier 1-1	District leaders will engage in professional development to develop an explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	Title II, Part A	\$420	Olean Intermediate- Middle School	Focus School	August 1, 2014	August 31, 2014
Tenet 1	Tier 1-1	District leaders will engage in professional development to build a multi-year strategic plan to target school improvement and student performance needs, including those practices that are demonstrated by research to improve student outcomes.	Title II, Part A	\$500	Olean Intermediate- Middle School	Focus School	September 10, 2014	September 19, 2014
Tenet 1	Tier 1-1	District and school leaders participate in professional development on best practices for establishing a data-driven culture.	Race to the Top	\$1,200	Olean Intermediate- Middle School	Focus School	October 14, 2014	November 26, 2014
Tenet 2	Tier 1-1	The district will provide training on SMART goal development for Building Level Team members.	School Improvement Section 1003(a) - SIG A	\$1,200	Olean Intermediate- Middle School	Focus School	September 15, 2014	September 30, 2014
		School administrators and teachers (department chairs and grade level representatives) will participate in	Race to the Top	\$1,200	Olean Intermediate- Middle School	Focus School	October 14, 2014	October 30, 2014

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Targeted Schools: Identify the school(s) targeted by each activity.	Targeted Schools: Identify the identification status of each targeted school.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 2	Tier 1-1	training on procedures and protocols for collecting and analyzing data.						
Tenet 3	Tier 1-1	Susan Hentz will provide co-teaching - training to all ELA and Math teachers and special education teachers in grades 4- 12.	Race to the Top	\$5,000	Olean Intermediate- Middle School	Focus School	October 6, 2014	December 19, 2014
Tenet 3	Tier 1-2	SCEP 3.2 Activities	Title II, Part A	\$3,780	Olean Intermediate- Middle School	Focus School	August 4, 2014	June 26, 2015
Tenet 4	Tier 1-1	Curriculum coordinators will research and create an instructional guide that includes a checklist of criteria for unit and lesson plans and reflective teaching strategies.	School Improvement Section 1003(a) - SIG A	\$1,000	Olean Intermediate- Middle School	Focus School	September 15, 2014	November 14, 2014
Tenet 4	Tier 1-2	Provide co-teaching professional development and embedded support for all co-teaching pairs.	School Improvement Section 1003(a) - SIG A	\$5,890	Olean Intermediate- Middle School	Focus School	September 15, 2014	November 14, 2014
Tenet 4	Tier 1-1	Curriculum coordinators will research and develop a Differentiated Instruction Handbook that will be used to support teachers to create differentiated opportunities for all students in all classes.	Title II, Part A	\$1,000	Olean Intermediate- Middle School	Focus School	November 19, 2014	February 13, 2015
Tenet 4	Tier 1-1	SCEP 4.5 Activities	School Improvement Section 1003(a) - SIG A	\$580	Olean Intermediate- Middle School	Focus School	March 2, 2015	June 26, 2015
Tonot 5	Tior 1-1	District and school teams will participate in training on the Interconnected	Title II, Part A	\$500	Olean Intermediate- Middle School	Focus School	September 22, 2014	October 30, 2014

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.		Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.		Identify the school(s) targeted by each activity.	Targeted Schools: Identify the identification status of each targeted school.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
		Systems Framework and learn how Positive Behavioral Interventions and						
		District and school teams will participate in training on how to develop the	Title II, Part A	\$680	Olean Intermediate- Middle School	Focus School	September 22, 2014	October 30, 2014
Tenet 5	Tier 1-1		School Improvement Section 1003(a) - SIG A	\$2,000	Olean Intermediate- Middle School	Focus School	9/22/2014	6/26/2015
		and/or sub-committees will meet						
Tenet 6	Tier 1-1	Provide professional development for district and school leaders on developing	School Improvement Section 1003(a) - SIG A	\$300	Olean Intermediate- Middle School	Focus School	August 1, 2014	August 26, 2014
Tener	1101 1 1	a comprehensive, multi-modal communication model designed to meet						
Tenet 6	Tier 1-1	A professional learning module for school staff will be developed by the district	School Improvement Section 1003(a) - SIG A	\$3,200	Olean Intermediate- Middle School	Focus School	August 4, 2014	October 31, 2014
Tener	ner I I	level team. Team members will work with representatives from community						
Tenet 6	Tier 1-1	SCEP 6.4 Activities	Title I, Part A	\$400	Olean Intermediate- Middle School	Focus School	November 4, 2014	January 16, 2015
Teriet 0	Her I-I							

Total Amount of Funds Reserved for Tier 1 Activities

Required Reserve for Tier 1 Activities

\$28,850 \$21,196

The Required Reserve for Tier 1 Activites has been met.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
\$9,206	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$2,520	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
\$4,187	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
\$2,938	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.

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	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.
\$840	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
\$600	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.
\$28,850		Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)

Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)

Total Funds Budgeted for Improvement Activities

Has the District met the Improvement Set-Aside Requirement?

\$20,291

\$49,141

YES

Olean City School District

BEDS Code:

042400010000

A. Statement of Practice	Addressed		Tenet 1: District Leade		B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	e Required
A. Statement of Fractice	Adulessed				DI. HEDI KALING	bz. HEDI Katilig Source		bs. Tellet specific keser	ve kequireu
SOP 1.1 - The district	has a comprehensive approach for recruiting, eval address	uating, and sustaining high-quali ing the needs of their communit		ols the ability to ensure success by	Highly Effective	Integrated Intervent	ion Team (IIT) Review	Y	es
	ion(s)/Rationale: In the boxes below identify the i	major recommendation(s) and s	source citation; if a need that is	not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	ified, the district should a	ddress the identified nee	d within the plan and
	le explaining why the need is being addressed.								
Recommendation /									
Rationale #1 -									
Recommendation / Rationale #2 -									
Recommendation /									
Rationale #3 -									
	direct alignment with the achievement of the ma	jor recommendation or identific	ed need. They should be writte	n as specific, measurable, attainable,	, and relevant to th	e recommendation.			
<u>Goal #1</u>									
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	activity satisfies the	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

Olean City School District

BEDS Code:

042400010000

			Tenet 1: District Lead	ership and Capacity					
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Rese	rve Required
SOP 1.2 - The district le	eadership has a comprehensive and explicit theory	of action about school culture the constituents.	nat communicates high expecta	ations for addressing the needs of all	Developing	Integrated Intervent	tion Team (IIT) Review	,	Yes
C. Major Recommendat	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	is not contained in a major recommen	dation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified ne	ed within the plan and
	ale explaining why the need is being addressed.								
Recommendation / Rationale #1 -	Collaboratively develop and articulate an explicit	theory of action with the suppo	rt of all relevant stakeholders.	The plan for communicating and imple	ementing this theor	y of action should be incl	uded and regularly monito	ored for effectiveness.	
Recommendation /									
Rationale #2 -									
Recommendation / Rationale #3 -									
	direct alignment with the achievement of the ma	ior recommendation or identifi	ed need. They should be writte	en as specific. measurable. attainable	. and relevant to th	e recommendation.			
Goal #1	Collaboratively develop and articulate an explicit	•	· ·						
Goal #2	Communicate and implement an explicit theory of	of action with plans to regularly i	monitor for effectiveness.						
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Title II, Part A	\$420	Olean Intermediate-	Focus School	August 1, 2014	August 31, 2014
	District leaders will engage in professional development to develop an explicit theory of								
Goal #1	action about school culture that communicates	Improvement	Tier 1-1						
	high expectations for addressing the needs of all constituents.	•							
	District leaders will work with all relevant					Olean Intermediate- Middle School	Focus School	September 3, 2014	December 12, 2014
	stakeholders (ex. CDEP committee, BLT								
	meetings, faculty meetings, family forums, etc) to inform the development of an explicit theory								
Goal #1	of action. Stakeholder groups will provide	Not Applicable							
	feedback on preliminary versions and make								
	recommendations so that all constituents' needs								
	are met.								
						Oloan Intermediate			
						Olean Intermediate- Middle School	Focus School	December 17, 2014	January 21, 2015
	District leaders will develop an implementation								
Goal #2	plan to monitor the effectiveness of the explicit	Not Applicable							
	theory of action.								
	theory of action.								

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost	J1. Targeted Schools: Identify the school(s) targeted by each activity.	Identify the	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #2	District leaders will communicate the district's explicit theory of action and implementation plan through various means (ex. Administrative	Not Applicable				Olean Intermediate- Middle School	Focus School	January 22, 2015	March 26, 2015
	Council, CDEP committee, district web page, etc).								
	District leaders will begin to monitor the					Olean Intermediate- Middle School	Focus School	January 22, 2015	June 30, 2015
Goal #2	Goal #2 implementation plan for effectiveness through quarterly CDEP and biweekly Administrative Council sessions.	Not Applicable							
					6420				

Total \$420

Olean City School District

BEDS Code:

042400010000

			Tenet 1: District Leade	ership and Capacity					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	rve Required
SOP 1.3 - The district is	organized and allocates resources (financial, staff ne	support, materials, etc.) in a wa eds of the school community.	y that aligns appropriate levels	of support for schools based on the	Developing	Integrated Intervent	tion Team (IIT) Review	,	Yes
C. Major Recommendat	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	s not contained in a major recommen	dation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified nee	ed within the plan and
provide a strong rationa	le explaining why the need is being addressed.								
Recommendation /	The district, in collaboration with the schools, sho	ould develop and monitor a mul	ti-year comprehensive strategio	financial plan that targets school imp	rovement and stude	ent performance needs, in	ncluding practices that are	demonstrated by resear	ch to improve student
Rationale #1 -	outcomes.								
Recommendation /									
Rationale #2 -									
Recommendation /									
Rationale #3 -									
D1. Goal(s): Must be in	direct alignment with the achievement of the ma								
Goal #1	The district, in collaboration with the schools, wil	I develop a multi-year strategic	plan to target school improvem	ient and student performance needs, i	ncluding those prac	tices that are demonstrat	ted by research to improv	e student outcomes, that	will correspond with
	the district's long range financial plan.								
Goal #2									
Goal #3									
D2: Goal(s): List the	E. Activity(ies): Must detail the actions that will	F. Improvement/ Parent	G. Allowable Activity: If the	H. Fund Source(s): Identify all	I. District Cost(s):	J1. Targeted Schools:	J2. Targeted Schools:	K1. Timeline: Identify	K2. Timeline: Identify
number of the goal to	take place in order to achieve the identified	Engagement Set-Aside:	activity satisfies the	Federal, State, and Local fund	Identify the	Identify the school(s)	Identify the		the projected end date
which the proposed	goal(s).	Identify if the activity satisfies		sources that will be used for the	district cost	targeted by each	identification status of	for each activity.	for each activity.
activity aligns.		one of the mandated set-	indicate the applicable	completion of each activity.	associated with	activity.	each targeted school.	'	•
, ,		aside requirements.	allowable activity supported.		each fund source.				
	District leaders will review the components of					Olean Intermediate-	Focus School	August 4, 2014	August 22, 2014
	the district's long range financial plan and								
Goal #1	determine additional components necessary to	Not Applicable							
Godi #1	fully address school improvement and student	Not Applicable							
	performance needs.								
				Title II, Part A	\$500	Olean Intermediate-	Focus School	September 10, 2014	September 19, 2014
	District leaders will engage in professional			,	,	Middle School			
	development to build a multi-year strategic plan								
Goal #1	to target school improvement and student	Improvement	Tier 1-1						
	performance needs, including those practices that are demonstrated by research to improve								
	student outcomes.								
	Stadent Outcomes.								
						Olean Intermediate-			
	District and school leaders will meet to review					Middle School	Focus School	September 23, 2014	October 28, 2014
	research-based improvement practices and to								
Goal #1	develop a multi-year strategic plan for	Not Applicable							
	develop a multi-year strategic plan for improvement that corresponds with the	1 1							
	district's long range financial plan.								

Olean City School District

BEDS Code:

042400010000

			Tenet 1: District Leade	ership and Capacity					
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
SOP 1.4 -The district h	as a comprehensive plan to create, deliver and mo	nitor professional development individual schools.	in all pertinent areas that is ad	aptive and tailored to the needs of	Effective	Integrated Interven	tion Team (IIT) Review	١	'es
C. Major Recommendat	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	s not contained in a major recommer	ndation but is aligne	d to the 6 tenets is ident	ified, the district should a	address the identified nee	d within the plan and
	le explaining why the need is being addressed.								
Recommendation /									
Rationale #1 -									
Recommendation / Rationale #2 -									
Recommendation /									
Rationale #3 -									
	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
Goal #1									
<u>0001#1</u>									
Goal #2									
Goal #3									
D2: Goal(s): List the	E. Activity(ies): Must detail the actions that will	F. Improvement/ Parent	G. Allowable Activity: If the	H. Fund Source(s): Identify all	I. District Cost(s):	J1. Targeted Schools:	J2. Targeted Schools:	K1. Timeline: Identify	K2. Timeline: Identify
number of the goal to	take place in order to achieve the identified	Engagement Set-Aside:	activity satisfies the	Federal, State, and Local fund	Identify the	Identify the school(s)	Identify the	the projected start date	
which the proposed	goal(s).	Identify if the activity satisfies	Improvement set-aside,	sources that will be used for the	district cost	targeted by each	identification status of	for each activity.	for each activity.
activity aligns.		one of the mandated set-	indicate the applicable	completion of each activity.	associated with	activity.	each targeted school.		
		aside requirements.	allowable activity supported.		each fund source.				

BEDS Code: 042400010000

		Tenet 1: District Leade	ership and Capacity					
Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
,, ,	•	that all staff members and scho	ol communities are expected to be	Ineffective	Integrated Intervent	ion Team (IIT) Review	Y	es
ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommer	ndation but is aligne	d to the 6 tenets is ident	ified, the district should a	address the identified nee	d within the plan and
le explaining why the need is being addressed.								
			nal, and environmental decisions for in	mproving student or	utcomes. Develop and im	plement procedures, pro	tocols, and communicatio	n strategies for
implementing this system. Professional learning	and measures of effectiveness s	hould be included in the plan.						
direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
Identify and communicate best practices that all	staff members and school comm	nunities are expected to be held	accountable for implementing.					
Develop, communicate, implement, and monitor	procedures, protocols, and com	munication strategies for imple	menting data-based best practices.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	Engagement Set-Aside:	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost associated with	Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
			Race to the Top	\$1,200	Olean Intermediate-	Focus School	October 14, 2014	November 26, 2014
District and school leaders participate in								
i i	Improvement	Tier 1-1						
establishing a data-driven culture.								
					Olean Intermediate-			
District leaders identify best practices that all					Middle School	Focus School	December 1, 2014	December 30, 2014
staff members and school communities are	Not Applicable							
· ·								
implementing.								
					Olean Intermediate			
						Focus School	January 6, 2015	January 27, 2015
	Not Applicable							
	Not Applicable							
, , , , , , , , , , , , , , , , , , , ,								
					Olean Intermediate			
District and school leaders will participate in			Title II, Part A	\$600	Middle School	Focus School	October 14, 2014	December 30, 2014
· · ·								
i ·	Improvement	Tier 2-20						
strategies, and monitoring strategies for								
implementing data-based best practices.								
implementing data based best practices.								
	romotes a data-driven culture by providing strateg held ion(s)/Rationale: In the boxes below identify the le explaining why the need is being addressed. Develop a comprehensive system for using data implementing this system. Professional learning direct alignment with the achievement of the male dentify and communicate best practices that all Develop, communicate, implement, and monitor E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). District and school leaders participate in professional development on best practices for establishing a data-driven culture. District leaders identify best practices that all staff members and school communities are expected to be held accoutable for implementing. District and school leaders develop and implement a communication plan for sharing best practices for data-driven culture. District and school leaders will participate in professional development to construct procedures, protocols, communication strategies, and monitoring strategies for	romotes a data-driven culture by providing strategies connected to best practices held accountable for implementing. Ion(s)/Rationale: In the boxes below identify the major recommendation(s) and le explaining why the need is being addressed. Develop a comprehensive system for using data to make strategic programmatic, implementing this system. Professional learning and measures of effectiveness so direct alignment with the achievement of the major recommendation or identification in the major recommendation in the major recommendation or identification in the major recommendation in the major recommendation or identification in the major recommendation or	romotes a data-driven culture by providing strategies connected to best practices that all staff members and scho held accountable for implementing. In (s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is the explaining why the need is being addressed. Develop a comprehensive system for using data to make strategic programmatic, financial, curricular, instruction implementing this system. Professional learning and measures of effectiveness should be included in the plan. Indirect alignment with the achievement of the major recommendation or identified need. They should be writted in the plan in the	romotes 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. Ion(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation of providing strategies of the plan. Develop a comprehensive system for using data to make strategic programmatic, financial, curricular, instructional, and environmental decisions for implementing this system. Professional learning and measures of effectiveness should be included in the plan. direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable identify and communicate best practices that all staff members and school communities are expected to be held accountable for implementing. Develop, communicate, implement, and monitor procedures, protocols, and communication strategies for implementing data-based best practices. E. Activity(ies): Must detail the actions that will also the implementing data-based best practices. F. Improvement Set-Aside: Engagement Set-Aside:	Addressed romotes 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. Ineffective lead accountable for implementing. Ineffective lon(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is alignet to explaining why the need is being addressed. Develop a comprehense system for using data to make strategic programmatic, financial, curricular, instructional, and environmental decisions for improving student or implementing this system. Professional learning and measures of effectiveness should be included in the plan. Identify and communicate best practices that all staff members and school communities are expected to be held accountable for implementing. Develop, communicate, implement, and monitor procedures, protocols, and communication strategies for implementing data-based best practices. E. Activity(les): Must detail the actions that will receive the identified goal(s). E. Activity(les): Must detail the actions that will receive the identified goal(s). E. Activity(les): Must detail the actions that will receive the identified goal(s). District and school leaders participate in professional development on best practices for implements. District and school leaders participate in professional development on best practices for implementing. Not Applicable in professional development on best practices for implementing. Not Applicable in professional development on best practices for implementing. District and school leaders develop and implement a communication plan for sharing best practices for data-driven culture. District and school leaders will participate in professional development to construct procedures, protocols, communication plan for sharing best practices for data-driven culture. District and school leaders will participate in professional development to construct	Addressed Cronotes 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. Concepts a comprehensive system for using data to make strategic programmatic, financial, curricular, instructional, and environmental decisions for improving student outcomes. Develop and implementing this system. Professional learning and measures of effectiveness should be included in the plan. Gircct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation. Usefully and communicate best practices that all staff members and school communities are expected to be held accountable for implementing. Develop, communicate, implement, and monitor procedures, protocols, and communicate set procedures and school leaders participate in professional development on best practices for each of the major recommendation and the plan. Bushrict and school leaders granticipate in professional development on best practices that all staff members and school communication procedures. Bushrict and school leaders granticipate in professional development on best practices that all staff members and school communication professional development on best practices for establishing a data driviny bushrict stage granticipate in professional development on best practices for establishing a data driving bushrict stages and school communication professional development on best practices that all staff members and school leaders sevelop and integrated in professional development on best practices that all staff members and school leaders sevelop and integrated in professional development on the practices for page and professional development on the practices for data-dr	Addressed Cromotes a data driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be ineffective integrated intervention Team (IIT) Review on only // Rationale: in the boose below identify the major recommendation(s) and source cliation; if a need that is not contained in a major recommendation but is aligned to the Center is identified, the district should is the plan. Develop a comprehensive system for using data to make strategic programmatic, financial, curricular, instructional, and environmental decisions for improving student outcomes. Develop and implement procedures, promise in the plan. Identify and communicate inspiration of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation. Identify and communicate best practices that all staff members and school communicates are expected to be held accountable for implementing. Develop, communicate, implement, and monitor procedures, protocols, and communicate best practices that all staff members and school communicates are expected to be held accountable for implementing. Develop, communicate implement, and monitor procedures, protocols, and communicate in improvement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation. Identify in the activity satisfies for implementing data-based best practices. E. Activity(ies): Must detail the activity staff and monitor procedures, protocols, and monitor procedures, protocols, and communicate in improvement. E. Activity (ies): Must detail the activity staff and school leaders participate in improvement and school leaders participate in proving a data driven culture. District and school leaders participate in proving a data driven culture. District and school leaders develop and unplement a communication plan for sharing best practices for data development to constru	Addressed The control of the contro

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #2	Data procedures and protocols will be shared with grade, department, and team representatives to gather feedback and consider needs of various school staff. District leaders will make any revisions based on this feedback and review finalized plan with school leaders.	Not Applicable				Olean Intermediate- Middle School	Focus School	January 6, 2015	January 27, 2015
Goal #2	District and school leaders will begin to implement plans for procedures, protocols and communication strategies that have been developed.	Not Applicable				Olean Intermediate- Middle School	Focus School	January 28, 2015	June 30, 2015
Goal #2	District and school leaders will begin to implement monitoring strategies and review results with the Administrative Council monthly. Ongoing professional development will address strategies identified for additional support/development.	Not Applicable				Olean Intermediate- Middle School	Focus School	February 23, 2015	June 30, 2015
Goal #2	Targeted professional development for teachers and leaders will be identified and coordinated based on monitoring results.	Improvement	Tier 2-9	School Improvement Section 1003(a) - SIG A	\$1,520	Olean Intermediate- Middle School	Focus School	February 23, 2015	June 30, 2015

Olean City School District

BEDS Code:

042400010000

			Tenet 2: School Leader P	ractices and Decisions					
A. Statement of Practic	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
SOP 2.1 - The district w	vorks collaboratively with the school to provide opp that is responsive t	ortunities and supports for the to the needs of the entire school		p and nurture a school environment	Effective	Integrated Interven	tion Team (IIT) Review	١	es es
C. Major Recommendat	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	s not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	ified, the district should a	ddress the identified nee	ed within the plan and
provide a strong ration	ale explaining why the need is being addressed.								
Recommendation /									
Rationale #1 -									
Recommendation /									
Rationale #2 -									
Recommendation /									
Rationale #3 -									
D1. Goal(s): Must be in	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
Goal #1									
Goal #2									
Goal #3									
D2: Goal(s): List the	E. Activity(ies): Must detail the actions that will	F. Improvement/ Parent	G. Allowable Activity: If the	H. Fund Source(s): Identify all	I. District Cost(s):	J1. Targeted Schools:	J2. Targeted Schools:	K1. Timeline: Identify	K2. Timeline: Identify
number of the goal to	take place in order to achieve the identified	Engagement Set-Aside:	activity satisfies the	Federal, State, and Local fund		Identify the school(s)			the projected end date
which the proposed	goal(s).	Identify if the activity satisfies		sources that will be used for the	•	targeted by each		for each activity.	for each activity.
activity aligns.		one of the mandated set-	indicate the applicable	completion of each activity.		activity.	each targeted school.	,	
,		aside requirements.	allowable activity supported.		each fund source.	,.			
		·	, .,						

Olean City School District

BEDS Code:

042400010000

			Tenet 2: School Leader P	ractices and Decisions					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Rese	rve Required
SOP 2.2 - The School lea	ader ensures that the school community shares the term vision that address the priorities	· ·			Ineffective	Integrated Interven	tion Team (IIT) Review	,	Yes
C. Major Recommendation	on(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommer	ndation but is aligne	d to the 6 tenets is iden	ified, the district should	address the identified ne	ed within the plan and
	e explaining why the need is being addressed.								
	Charge the leadership team with the collaborativ			s well as a plan for implementing the v	vision and mission u	sing school-wide SMART	goals. Evaluate the plan r	egularly involving all stake	eholders to assess its
Rationale #1 -	impact and effectiveness on improving student a	chievement and social and emot	tional well-being.						
Recommendation /									
Rationale #2 -									
Recommendation / Rationale #3 -									
	lirect alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	e, and relevant to th	e recommendation.			
	School Building Level Teams will participate in SM	-	·				ART goals.		
Goal #2									
<u>Goal #3</u>					_				
number of the goal to	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				School Improvement Section	\$1,200	Olean Intermediate-	Focus School	September 15, 2014	September 30, 2014
Goal #1	The district will provide training on SMART goal development for Building Level Team members.	Improvement	Tier 1-1						
				School Improvement Section		Olean Intermediate-			
				1003(a) - SIG A	\$840	Middle School	Focus School	October 9, 2014	June 1, 2015
Goal #1	SCEP 2.2 Activities	Improvement	Tier 2-19						

Olean City School District

BEDS Code:

042400010000

	Tenet 2: School Leader Practices and Decisions											
A. Statement of Practic	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required			
	SOP 2.3 - Leaders make strategic decision	ns to organize programmatic, h	uman, and fiscal capital resourc	es.	Effective	Integrated Intervent	ion Team (IIT) Review	Y	⁄es			
C. Major Recommenda	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	fied, the district should a	ddress the identified nee	ed within the plan and			
provide a strong ration	ale explaining why the need is being addressed.											
Recommendation /												
Rationale #1 -												
Recommendation /												
Rationale #2 -												
Recommendation /												
Rationale #3 -												
D1. Goal(s): Must be in	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable,	, and relevant to th	e recommendation.						
Goal #1												
Goal #2												
Goal #3												
D2: Goal(s): List the number of the goal to	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified	Engagement Set-Aside:	G. Allowable Activity: If the activity satisfies the	H. Fund Source(s): Identify all Federal, State, and Local fund	Identify the	J1. Targeted Schools: Identify the school(s)			K2. Timeline: Identify the projected end date			
which the proposed activity aligns.	goal(s).		Improvement set-aside, indicate the applicable allowable activity supported.	sources that will be used for the completion of each activity.	district cost associated with each fund source.	targeted by each activity.	identification status of each targeted school.	for each activity.	for each activity.			
		aside requirements.	allowable activity supporteu.		each fullu source.							

Olean City School District

BEDS Code:

042400010000

	Tenet 2: School Leader Practices and Decisions											
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required			
SOP 2.4 - The school le	eader has a fully functional system in place aligned observation and track progress) to conduct targeted and frequent	Highly Effective	Integrated Intervent	ion Team (IIT) Review	Y	'es			
C. Major Recommendat	tion(s)/Rationale: In the boxes below identify the i	major recommendation(s) and	source citation; if a need that is	not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	ified, the district should a	ddress the identified nee	d within the plan and			
provide a strong ration	ale explaining why the need is being addressed.											
Recommendation /												
Rationale #1 -												
Recommendation /												
Rationale #2 -												
Recommendation /												
Rationale #3 -												
D1. Goal(s): Must be in	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	n as specific, measurable, attainable,	, and relevant to th	e recommendation.						
Goal #1												
Goal #2												
Goal #3												
D2: Goal(s): List the	E. Activity(ies): Must detail the actions that will	F. Improvement/ Parent	G. Allowable Activity: If the	H. Fund Source(s): Identify all		J1. Targeted Schools:	J2. Targeted Schools:	K1. Timeline: Identify	K2. Timeline: Identify			
number of the goal to	take place in order to achieve the identified	Engagement Set-Aside:	activity satisfies the	Federal, State, and Local fund	Identify the	Identify the school(s)	Identify the	the projected start date	the projected end date			
which the proposed	goal(s).	Identify if the activity satisfies		sources that will be used for the		targeted by each		for each activity.	for each activity.			
activity aligns.			indicate the applicable	completion of each activity.	associated with	activity.	each targeted school.					
		aside requirements.	allowable activity supported.		each fund source.							

Olean City School District

BEDS Code:

042400010000

			Tenet 2: School Leader P	ractices and Decisions					
A. Statement of Practic	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
	tively use evidence-based systems and structures t iculum and teacher practices; leadership developm			•	Developing	Integrated Intervent	ion Team (IIT) Review	,	/es
	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommer	ndation but is aligne	ed to the 6 tenets is ident	ified, the district should a	ddress the identified ne	ed within the plan and
Recommendation /	ale explaining why the need is being addressed. Prioritize the development of comprehensive and	Lintarcannacted systems to ma	at the identified peeds of stude	nts Establish procedures and protes	ol for collecting and	analyzing ovidence to acc	oss attainment of the SM	APT goals mission and vi	sion. Evaluate the
Rationale #1 -	impact on improving students' chances of acaden	•	et the identified fleeds of studer	ints. Establish procedures and protoco	or for conecting and	analyzing evidence to ass	ess attainment of the sivil	ANT godis, Illission, and vi	Sion. Evaluate the
Recommendation /	process process and a second process p								
Rationale #2 -									
Recommendation /									
Rationale #3 -	 direct alignment with the achievement of the ma	ior recommendation or identifi	ad pand. They should be writte	on as specific measurable attainable	and relevant to th	o recommendation			
			•		-				
<u>Goal #1</u>	School administrators and teachers will participat	e in training and develop comp	rehensive procedures and proto	ocols for collecting and analyzing data	related to mission,	vision, and SMART goals i	n order to improve studer	nts' chances of academic s	success.
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
			, , , , , , ,	Race to the Top	\$1,200	Olean Intermediate-	Focus School	October 14, 2014	October 30, 2014
	School administrators and teachers (department								
Goal #1	chairs and grade level representatives) will participate in training on procedures and	Improvement	Tier 1-1						
	protocols for collecting and analyzing data.								
	DOCEC Chaff Consistints will are side ambedded					Olean Intermediate-	Focus School	November 3, 2014	June 12, 2014
	BOCES Staff Specialists will provide embedded, follow-up professional development through					Middle School			
Goal #1	monthly worksessions with the school leader	Not Applicable							
	and targeted teacher groups.								
				Cabaal Immunassassas Carting		Olasa Internalia			
				School Improvement Section 1003(a) - SIG A	\$1,000	Olean Intermediate- Middle School	Focus School	September 22, 2014	October 10, 2014
C L III	COED 2 F Aut 11/2		T: - 2.0	1005(4) 0.07		madic sensor			
Goal #1	SCEP 2.5 Activities	Improvement	Tier 2-9						

BEDS Code: 042400010000

Tenet 3: Curriculum Development and Support

		enet 3. Curriculum Deve	elopment and Support					
Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
	•		r Readiness skills in all content areas	Developing	Integrated Interven	tion Team (IIT) Review	Y	es
•	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommen	ndation but is align	ed to the 6 tenets is ident	ified, the district should a	address the identified nee	d within the plan and
	and the district of the control of the control of	to select a Common of the Common of the	to do also and after a second at	or all and all the deal	COLC 's week a week's a Feek	Cala da cara da cara da Pira	and the decrease of a late	
71 11 1		•		-	LCLS in mathematics, Engi	ish language arts, and lite	racy. The district should d	evelop a
comprehensive curricular framework, unit design	, and iesson plan outline deross	the district, as well as a system	to monitor the effectiveness of this if	diffe WOLK.				
direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
The district will dedicate resources for curriculum	leadership focused on the imm	ediate development of rigorous	s curriculum aligned with the CCLS in r	mathematics, Englis	h language arts, and litera	acy for all students.		
The district will create a P-12 Curriculum Council	that is charged with the develop	ment and monitoring of a com	prehensive curricular framework, unit	design, and lesson	plan outline across the di	strict.		
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).		G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost associated with	Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
			Race to the Top	\$5,000	Olean Intermediate-	Focus School	October 6, 2014	December 19, 2014
Susan Hentz will provide co-teaching - training								
The state of the s	Improvement	Tier 1-1						
education teachers in grades 4-12.								
Newly assigned Curriculum Coordinators will					Olean Intermediate- Middle School	Focus School	September 3, 2014	June 30, 2015
provide curriculum leadership across the district	Not Applicable							
5 5 5								
curriculum development.								
The district will identify team members.					Olean Intermediate- Middle School	Focus School	August 4, 2014	September 12, 2014
responsibilities, and structure of a P-12	Not Applicable							
Curriculum Council.								
Curriculum coordinators :::!!direct !!					Olean Intermediate-	Focus School	Sentember 3 2014	October 31, 2014
					Middle School	1 0003 301001	3cptc1115c1 3, 2014	October 31, 2014
design, and lesson plan outline that will be used	Not Applicable							
across the district. These documents will be	Not Applicable							
reviewed and revised through the Curriculum Council.								
	orks collaboratively with the school(s) to ensure CC and provides fisca on(s)/Rationale: In the boxes below identify the le explaining why the need is being addressed. The district should identify, support, and impleme comprehensive curricular framework, unit design the district will dedicate resources for curriculum. The district will dedicate resources for curriculum. The district will create a P-12 Curriculum Council to the district will create a P-12 Curriculum Council to the district will provide co-teaching - training to all ELA and Math teachers and special education teachers in grades 4-12. Newly assigned Curriculum Coordinators will provide curriculum leadership across the district through training, coaching, and support for curriculum development. The district will identify team members, responsibilities, and structure of a P-12 Curriculum Council. Curriculum coordinators will coordinate the development of a curricular framework, unit design, and lesson plan outline that will be used across the district. These documents will be reviewed and revised through the Curriculum	prixs collaboratively with the school(s) to ensure CCLS curriculum that provide 21st and provides fiscal and human resources for impleon(s)/Rationale: In the boxes below identify the major recommendation(s) and the explaining why the need is being addressed. The district should identify, support, and implement dedicated resources for lead comprehensive curricular framework, unit design, and lesson plan outline across direct alignment with the achievement of the major recommendation or identification and in the district will dedicate resources for curriculum leadership focused on the imm. The district will create a P-12 Curriculum Council that is charged with the development take place in order to achieve the identified goal(s). F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Susan Hentz will provide co-teaching - training to all ELA and Math teachers and special education teachers in grades 4-12. Newly assigned Curriculum Coordinators will provide curriculum leadership across the district through training, coaching, and support for curriculum development. The district will identify team members, responsibilities, and structure of a P-12 Curriculum Council. Not Applicable Not Applicable Not Applicable have development of a curricular framework, unit design, and lesson plan outline that will be used across the district. These documents will be reviewed and revised through the Curriculum	on(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is explaining why the need is being addressed. The district should identify, support, and implement dedicated resources for leadership focused on the immedia comprehensive curricular framework, unit design, and lesson plan outline across the district, as well as a system direct alignment with the achievement of the major recommendation or identified need. They should be writted that is charged with the development and monitoring of a comprehensive curricular framework in the district will dedicate resources for curriculum leadership focused on the immediate development of rigorous the district will create a P-12 Curriculum Council that is charged with the development and monitoring of a comprehensive curricular framework in the district will create a P-12 Curriculum Council that is charged with the development and monitoring of a comprehensive curricular framework in the district will create a P-12 Curriculum Council that is charged with the development and monitoring of a comprehensive framework in the district will form and a provide content of the mandated set aside requirements. Susan Hentz will provide co-teaching - training to all ELA and Math teachers and special education teachers in grades 4-12. Newly assigned Curriculum Coordinators will provide curriculum leadership across the district through training, coaching, and support for curriculum development. Not Applicable Curriculum Council. Curriculum Coordinators will coordinate the development of a curricular framework, unit design, and lesson plan outline that will be used across the district. These documents will be reviewed and revised through the Curriculum be used across the district. These documents will be reviewed and revised through the Curriculum be used across the district. These documents will be reviewed and revised through the Curriculum be used across the district. These documents will be reviewed and revised through the Cur	And provides fiscal and human resources for implementation. In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation (s) and source citation; if a need that is not contained in a major recommendation(s) and source citation; if a need that is not contained in a major recommendation(s) and source citation; if a need that is not contained in a major recommendation (s) and source citation; if a need that is not contained in a major recommendation (s) and source citation; if a need that is not contained in a major recommendation or identified on the immediate development of rigorous curriculum comprehensive curricular framework, unit design, and lesson plan outline across the district, as well as a system to monitor the effectiveness of this full finding that is charged with the development of rigorous curriculum aligned with the CCLS in the district will create a P-12 Curriculum Council that is charged with the development and monitoring of a comprehensive curricular framework, unit find page in order to achieve the identified goal(s). E. Activity(ies): Must detail the actions that will a cations that will be used for the mandated set-aside in the place of the place of the mandated set-aside in the place of th	Developing Develo	integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources for implementation). Integrated intervent and provides (seal and human resources) and implement dedicated resources for tendership focused on the immediate development of rigorous curriculum aligned with the CCLS in mathematics, English language aris, and literatively continued the destrict will dedicate resources for curriculum leadership focused on the immediate development of rigorous curriculum aligned with the CCLS in mathematics, English language aris, and literatively will dedicate resources for curriculum (sealership focused on the immediate development of rigorous curriculum aligned with the CCLS in mathematics, English language aris, and literatively will dedicate resources for curriculum aligned with the CCLS in mathematics, English language aris, and literatively will development of rigorous curriculum aligned with the CCLS in mathematics, English language aris, and literatively will development of rigorous curriculum aligned with the CCLS in mathematics, English language aris, and literatively will development of rigorous curriculum aligned with the CCLS in mathematics, English language aris, and literative language aris, and literati	Integrated intervention Team (IIT) Review and provides facial and human resources for implementation. Integrated intervention Team (IIT) Review and provides facial and human resources for implementation; support, and implement dedicated resources for leadership focused on the immediate development of rigorous curriculum aligned with the CCIS in mathematics, Frigish language ants, and literacy for all students. The district will dedicate resources for curriculum leadership focused on the immediate development of rigorous curriculum aligned with the CCIS in mathematics, Frigish language ants, and literacy for all students. The district will dedicate resources for curriculum leadership focused on the immediate development of rigorous curriculum aligned with the CCIS in mathematics, Frigish language ants, and literacy for all students. The district will dedicate resources for curriculum leadership focused on the immediate development of rigorous curriculum aligned with the CCIS in mathematics, Frigish language ants, and literacy for all students. The district will dedicate resources for curriculum leadership focused on the immediate development of rigorous curriculum aligned with the CCIS in mathematics, Frigish language ants, and literacy for all students. The district will develop and resources for curriculum development of the major recommendation or identified and evelopment of a curriculum feature and pecial curriculum features and special curriculum features and spec	ints collaboratively with the achieval for implementation of the achieval of trical and number economical for the achievant to the serve below identified the many recommendation of the serve below identified to human recovers for implementation. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district should decide the septiming why the need is being addressed. The district will decide the septiming why the need is being addressed. The district will decide the septiming why the need is being addressed. The district will decide the septiming why the need is being addressed. The district will decide the septiming why the need is being addressed. The district will decide the septiming why the need is being addressed. The district will decide the septiming why the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation. The district will decide the septiming why the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation. The district will decide the septiming why the district should decide the septiming why the district should decide the septiming why the district should decide the septiming why the septimination which the development of recommendation which the development of recommendation which the development of recommendatio

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	activity satisfies the	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	the projected start date	K2. Timeline: Identify the projected end date for each activity.
	Curriculum coordinators will meet with grade levels, departments, and teams to communicate					Olean Intermediate- Middle School	Focus School	November 3, 2014	April 10, 2015
Goal #2	newly developed curriculum documents and facilitate their adoption.	Not Applicable							
					AT 000				

Total \$5,000

BEDS Code: 042400010000

Tenet 3: Curriculum Develonment and Sunnort

		1	Tenet 3: Curriculum Deve	elopment and Support					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
SOP 3.2 - The school lead	der ensures and supports the quality implementat Learning Standards (CCLS) that	, , ,	· ·	priately aligned to the Common Core	Developing	Integrated Intervent	tion Team (IIT) Review	,	'es
. Major Recommendati	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	s not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	ified, the district should a	address the identified nee	d within the plan and
rovide a strong rationa	le explaining why the need is being addressed.								
lecommendation /	Develop a systematic plan for the implementation	•		n to the CCLS. Provide intensive PD ar	nd embedded suppo	ort to staff. Monitor instr	uctional practices to hold	staff accountable for the	mplementation of
ationale #1 -	curricula that meet the specific needs of the iden	tified and underperforming sub	groups.						
ecommendation /									
tationale #2 -									
decommendation /									
ationale #3 -	direct alignment with the achievement of the ma	ior recommendation or identifi	ad nood. Thou should be writte	on as specific measurable attainable	and relevant to th	o recommendation			
Goal #1	100% of district curriculum maps in core subjects	•	· ·	en as specific, measurable, actamable	, and relevant to th	e recommendation.			
Goal #2	Department chairs and grade level representative	es will participate in monthly wo	rkshops to ensure rigorous cur	ricula and instructional strategies.					
Goal #3	Classroom teachers will incorporate instructional	strategies that meet the specifi	c needs of the identified and ur	nderperforming subgroups and lead to	academic improve	ment.	_	_	
O2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
	Curriculum Coordinators will meet with 100% of					Olean Intermediate-	Focus School	September 3, 2014	December 19, 2014
	district core teachers to review and continue to								
Goal #1	develop aligned curriculum maps with rigor of	Not Applicable							
	CCLS.								
						Olean Intermediate-			
						Middle School	Focus School	October 14, 2014	May 12, 2015
	Curriculum Coordinators will provide a mini PD					Wilduic Scrioor			
Goal #2	series focused on CCLS, rigor and instructional	Not Applicable							
	strategies at each department meeting.								
				School Improvement Section 1003(a) - SIG A	\$3,780	Olean Intermediate- Middle School	Focus School	August 4, 2014	June 26, 2015
Goal #3	SCEP 3.2 Activities	Improvement	Tier 1-2						
					1		1		

Olean City School District

BEDS Code:

042400010000

Tenet 3: Curriculum Development and Support

A. Statement of Practic	o Addrossod		enet 3: Curriculum Deve	aropinent and Support	P1 UED! Patin	D2 HEDI Dating Course		B3. Tenet Specific Rese	nio Poquirod
A. Statement of Practic	e Auuresseu				B1. HEDI Rating	B2. HEDI Rating Source		bs. Tenet Specific Rese	ve requirea
SOP 3.3 - Teachers de	velop and ensure that unit and lesson plans used ir content standard	cluded data-driven instruction (ls and address student achieven		riately aligned to the CCLS and NYS	Developing	Integrated Intervent	tion Team (IIT) Review	,	⁄es
•	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommen	dation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified ne	ed within the plan and
	ale explaining why the need is being addressed.								
Recommendation /	Develop a comprehensive model of unit and lesso	on design reflective of a progress	sive and sequenced approach to	o using the instructional shifts to mast	er the CCLS standar	ds. Communicate expect	ations and systems for for	rmative and summative a	ssessments and
Rationale #1 -	regularly monitor these systems.								
Recommendation / Rationale #2 -									
Recommendation /									
Rationale #3 -									
	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
Goal #1	Develop an interim assessment plan/schedule for	English Language Arts and Mat	hematics in all grade levels.	•					
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.		J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				School Improvement Section	\$1,818	Olean Intermediate-	Focus School	September 3, 2014	June 30, 2015
Goal #1	SCEP 3.3 Activities	Improvement	Tier 2-13						
		·							

Olean City School District

BEDS Code:

042400010000

Tenet 3: Curriculum Development and Support

			enet 3: Curriculum Deve	elopment and Support					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
SOP 3.4 - The school le	ader and teachers have developed a comprehensi curricula targeting the art	ve plan for teachers to partner was, technology, and other enrichr		subjects to create interdisciplinary	Ineffective	Integrated Intervent	tion Team (IIT) Review	Υ	es
•	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and s	source citation; if a need that is	s not contained in a major recommen	dation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified nee	d within the plan and
	le explaining why the need is being addressed.								
Recommendation / Rationale #1 -	Develop partnerships to create innovate interdisc	ciplinary curricula across all grade	e levels and subjects. Provide o	opportunities for all teachers to reflect	t on the partnership	effectiveness and action	s to improve learning opp	ortunities.	
Recommendation /									
Rationale #2 - Recommendation /									
Rationale #3 -									
	direct alignment with the achievement of the ma	jor recommendation or identific	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
Goal #1	One interdisciplinary unit will be developed amor	ng each team and/or across tean	ns in grades 6-7 at the Olean Int	termediate-Middle School that targets	the arts, technolog	gy, and other enrichment	opportunities.		
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
	Curriculum Council will research and design district-level expectations for rigorous, CCLS-					Olean Intermediate-	Focus School	September 8, 2014	October 3, 2014
Goal #1	aligned interdisciplinary curriculum units targeting the arts, technology, and other enrichment opportunities.	Not Applicable							
						Olean Intermediate- Middle School	Focus School	December 8, 2014	June 25, 2015
Goal #1	SCEP 3.4 Activities	Not Applicable							

Olean City School District

BEDS Code:

042400010000

Tenet 3: Curriculum Development and Support

	Tenet 3: Curriculum Development and Support										
A. Statement of Practic	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Rese	rve Required		
SOP 3.5 - Teachers im	plement a comprehensive system for using formativ student reflection	ve and summative assessments on, tracking of, and ownership o		ge curriculum planning that involves	Developing	Integrated Intervent	tion Team (IIT) Review		Yes		
C. Major Recommenda	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	ified, the district should a	address the identified ne	ed within the plan and		
provide a strong ration	ale explaining why the need is being addressed.										
Recommendation /	Implement a comprehensive system for using dat					reflects the needs of all s	tudents. Ensure teachers	provide ongoing feedbac	k with rubrics to		
Rationale #1 -	students about their progress that directly leads t	to clarity in goal setting and help	os students take greater owners	ship and responsibility for their own le	arning.						
Recommendation /											
Rationale #2 -											
Recommendation /											
Rationale #3 -	l direct alignment with the achievement of the ma	ior recommendation or identifi	ed need. They should be writte	an as specific measurable attainable	and relevant to th	a recommendation					
		-	-	-							
Goal #1	Olean Intermediate-Middle School grades 4-5 tea	chers will create rubrics that wi	ll be used in discussions and stu	ident led conferences to monitor prog	ress and develop go	oals.					
Goal #2											
Goal #3											
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.		
Goal #1	100% of teachers in Grades 4 & 5 will receive training on the design and use of rubrics to provide ongoing feedback to students about their progress.	Not Applicable				Olean Intermediate-	Focus School	September 8, 2014	October 6, 2014		
Goal #1	SCEP 3.5 Activities	Not Applicable				Olean Intermediate-	Focus School	October 7, 2014	March 26, 2015		

Olean City School District

BEDS Code:

042400010000

			Tenet 4: Teacher Prac	tices and Decisions					
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
SOP 4.1 - The district	works collaboratively with the school to provide op planning and account for s	pportunities and supports for teature. Sudent data, needs, goals, and lea		d practices and addresses effective	Effective	Integrated Interven	tion Team (IIT) Review	,	/es
. Major Recommendat	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	s not contained in a major recommen	dation but is aligne	d to the 6 tenets is ident	tified, the district should a	address the identified nee	ed within the plan and
provide a strong ration	ale explaining why the need is being addressed.								
Recommendation /									
Rationale #1 -									
Recommendation /									
Rationale #2 -									
Recommendation /									
Rationale #3 -									
D1. Goal(s): Must be in	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
Goal #1									
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

BEDS Code: 042400010000

number of the goal to which the proposed activity aligns. Curriculum coordinators will meet with teachers to incorporate the inclusion of "I Can" statements (based on content area and CCLS) by unit of instruction. Goal #1 SCEP 4.2 Activities SCEP 4.2 Act							tices and Decisions	Tenet 4: Teacher Prac			
C. Najor Recommendation (3/Nationale: in the boxes below identify the major recommendation(3/Nationale: in the boxes below identify the major recommendation(3/Nationale: in the boxes below identify the major recommendation in the strong rationale explaining why the need is being addressed. Recommendation(3/Nationale: in the boxes below identify the major recommendation in the strong rationale explaining why the need is being addressed. Recommendation(3/Nationale: in the boxes below identify the major recommendation in the introductional planning is based on multiple measures of student performance data. Identify instructional goals for all students based on short, and long-term benchmarks. Recommendation(3/Nationale: in the students and the instructional planning is based on multiple measures of student performance data. Identify instructional goals for all students based on short, and long-term benchmarks. Recommendation(3/Nationale: in the students that instructional planning is based on multiple measures of student performance data. Identify instructional goals for all students based on short, and long-term benchmarks. Recommendation(3/Nationale: in the students and the instructional planning is based on multiple measures of student performance data. Identify instructional goals for all students based on short, and long-term benchmarks. Recommendation(3/Nationale: in the instruction of the students and the beginning of each unit through "C.O." Con't	equired	Specific Reserve F	B3. Tenet Specific		B2. HEDI Rating Source	B1. HEDI Rating				e Addressed	A. Statement of Practice
Seguration of the goal to which the proposed at Selection of the goal to which the proposed at Selection of the goal to which the proposed at Selection of the goal to which the proposed at Selection of the goal to which the proposed at Selection of Instituted on Insti		Yes		tion Team (IIT) Review	Integrated Intervent	Developing	ddress all student goals and needs.	it, and daily lesson plans that a	are organized around annual, un	eacher leaders ensure that instructional practices a	SOP 4.2 - School and t
decommendation / account of the commendation of the comm	thin the plan and	identified need w	address the identific	tified, the district should a	d to the 6 tenets is ident	ndation but is aligne	s not contained in a major recommer	source citation; if a need that i	major recommendation(s) and	ion(s)/Rationale: In the boxes below identify the	C. Major Recommendat
Description of the control of the goal to such in the proposed activity aligns. Goal #1 Goa										ale explaining why the need is being addressed.	
Retinomate 12. Recommendation. Goal 31 Teachers will establish goals for students at the beginning of each unit through "I Can" statements and document these goals on the district unit plan. Goal 32 Teachers will collaborate to find and share high quality and suitable text that follows the staircase of complexity called for by the Common Core in a district unit plan. Goal 32 D2: Goal (2): List the manumener of the goal to which the proposed backfully aligns. Goal 81 Goal 82 Goal 82 Goal 83 Goal 84		is.	benchmarks.	d on short- and long-term	oals for all students based	ntify instructional go	res of student performance data. Ide	ing is based on multiple measu	d ensure that instructional plann	Deploy school and teacher leaders to support and	
Activity aligns. Coal #1 Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements and Excitivity supported. Coal #1 Coal #1 Coal #1 Coal #1 Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements and Excitivity supported. Not Applicable Coal #2 Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements and Excitivity aligns. Coal #2 Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements (lased on content area and CCLS) by unit of instruction. Not Applicable Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements (lased on content area and CCLS) by unit of instruction. Coal #2 Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements (lased on content area and CCLS) by unit of instruction. Not Applicable Corriculum coordinators will meet with teachers to incorporate the inclusion of "Lan" statements (lased on content area and CCLS) by unit of instruction. Not Applicable Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Corriculum coor											Recommendation /
Search S											
D. Goal P.											
Teachers will establish goals for students at the beginning of each unit through "I Can" statements and document these goals on the district unit plan. Coal #2 Teachers will collaborate to find and share high quality and suitable text that follows the staircase of complexity called for by the Common Core in a district unit plan. Coal #2 Teachers will collaborate to find and share high quality and suitable text that follows the staircase of complexity called for by the Common Core in a district unit plan. Coal #2 Teachers will collaborate to find and share high quality and suitable text that follows the staircase of complexity called for by the Common Core in a district unit plan. Coal #2 Teachers will collaborate to find and share high quality and suitable text that follows the staircase of complexity called for by the Common Core in a district unit plan. F. Improvement Parent Engagement Set-Aside: Identify the activity satisfies for activity assistates and local fund source. District Cost(s): District C					a vacanum an dation	and valouses to the	an accumulation managements attained to	ad pand. They should be writt.	ior recommendation or identifi	direct alignment with the achievement of the ma	
Teachers will collaborate to find and share high quality and suitable text that follows the staircase of complexity called for by the Common Core in a district unit plan. Coal #3 202: Goal(§): List the number of the goal to which the propose of the goal to which the goal the goal (§). Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Curriculum coordinators will meet with teachers to review texts included					e recommendation.	•		·			DI. Goai(s): iviust be in
Goal #3 D2: Goal(s): List the number of the goal to which the proposed activity aligns. Curriculum coordinators will meet with teachers to incrporate the inclusion of "1 Can" Not Applicable Goal #1 SCEP 4.2 Activities Not Applicable Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Olean intermediate- Olean intermediate- Not Applicable Olean intermediate- Not Applicable Olean intermediate- Olean intermediate- Not Applicable Olean intermediate- Not Applicable Olean intermediate-							t these goals on the district unit plan.	Can" statements and documen	eginning of each unit through "I	Teachers will establish goals for students at the b	<u>Goal #1</u>
D2: Goal(s): It the number of the goal to which the proposed goal(s). Goal #1 Curriculum coordinators will meet with teachers to incorporate the inclusion of "I Can" statements (based on content area and CCLS) by unit of instruction. Goal #2 Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. E. Activity(s): Must detail the actions that will if each early statifies the flagment Set-Aside: left the activity satisfies the flagment Set-Aside: left thing vastifies the flagment Set-Aside: left with vastifies the flagment Set-Aside: left thing vastifies the lamprovement set-aside, indicate the applicable allowable activity, supported. SCEP 4.2 Activities Not Applicable Octrober 14, 2014 Octrobe						istrict unit plan.	called for by the Common Core in a d	ws the staircase of complexity	juality and suitable text that follo	Teachers will collaborate to find and share high q	Goal #2
number of the goal to which the proposed palls). Continue of the goal to which the proposed activity aligns. Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified goal(s). Lake place in order to achieve the identified the identified the district cost associated with each fund source. Lake place in order to achieve the identified the district cost associated with each fund source. Lake place in order to achieve the identified the district cost associated with each fund source. Lake place in order to achieve the identified the district cost associated with each fund source. Lake place in order to achieve the identified to ach to district cost associated with each fund source. Lake place in order to achieve the identified the identified to ach to district cost associated with each fund source. Lake place in order to achieve the identified to each target de hool. Lake place in order to achieve the identified to each target de hool. Lake place in order to achieve the identified to each target de hool. Lake place in order to achieve the identified to each target de hool. Lake place in order to achieve the identified to each target de hool. Lake place in order to achieve the identified to each target to incorporate the inclusion of "Lake place in order to achieve the ide											Goal #3
Goal #1 Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable Not A	Timeline: Identify projected end dat each activity.	cted start date the	the projected star	Identify the identification status of	Identify the school(s) targeted by each activity.	Identify the district cost associated with	Federal, State, and Local fund sources that will be used for the	activity satisfies the Improvement set-aside, indicate the applicable	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	take place in order to achieve the identified	number of the goal to which the proposed
Scep 4.2 Activities Not Applicable Scep 4.2 Activities Not Applicable Olean Intermediate-Middle School Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable Olean Intermediate-Middle School October 6, 2014 October 14, 2014	October 10, 2014	per 6, 2014	October 6, 20	Focus School	Olean Intermediate-						
Goal #1 SCEP 4.2 Activities Not Applicable Middle School Focus School October 14, 2014									Not Applicable	statements (based on content area and CCLS) by	Goal #1
Goal #2 Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable Not Applicable Olean Intermediate- Middle School Olean Intermediate- Focus School October 6, 2014 Olean Intermediate- Focus School October 14, 2014	June 26, 2015	per 14, 2014	October 14, 20	Focus School							
Goal #2 Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable October 6, 2014 Not Applicable Olean Intermediate- Focus School October 14, 2014									Not Applicable	SCEP 4.2 Activities	Goal #1
Goal #2 Curriculum coordinators will meet with teachers to review texts included in curriculum maps and unit plans. Not Applicable October 6, 2014 Not Applicable Olean Intermediate- Focus School October 14, 2014											
unit plans. Olean Intermediate- Focus School October 14, 2014	October 10, 2014	per 6, 2014	October 6, 20	Focus School						Curriculum coordinators will meet with teachers	
Focus School October 14, 2014									Not Applicable	·	Goal #2
	March 26, 2015	per 14, 2014	October 14, 20	Focus School							
Goal #2 SCEP 4.2 Activities Not Applicable									Not Applicable	SCEP 4.2 Activities	Goal #2

Olean City School District

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			Tenet 4: Teacher Prac	tices and Decisions					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
SOP 4.3 - Teachers pr	ovide coherent, and appropriately aligned Commo	on Core Learning Standards (CCL students.	S)-based instruction that leads	to multiple points of access for all	Developing	Integrated Interven	tion Team (IIT) Review	١	'es
•	ion(s)/Rationale: In the boxes below identify the r	major recommendation(s) and s	ource citation; if a need that is	s not contained in a major recommen	ndation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified nee	ed within the plan and
·	le explaining why the need is being addressed.								
Recommendation /	Develop and implement a school-wide model for	unit, lesson, activity, and task pl	anning reflective of the pedago	ogical shifts of the CCLS. Identify inqui	ry-based strategies	to engage each learner ir	analysis, synthesis, and e	evaluation processes to me	eet his or her long-term
Rationale #1 -	goals.								
Recommendation /									
Rationale #2 -									
Recommendation / Rationale #3 -									
	l direct alignment with the achievement of the maj	ior recommendation or identific	ad need. They should be writte	an as specific measurable attainable	and relevant to th	e recommendation			
Goal #1	Provide district wide professional development or		•		, and relevant to th	e recommendation.			
Goal #2	Implement Phase 1 of co-teacher initiative in ELA	and math.							
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Curriculum coordinators will research and create an instructional guide that includes a checklist of criteria for unit and lesson plans and reflective teaching strategies.	Improvement	Tier 1-1	School Improvement Section	\$1,000	Olean Intermediate-	Focus School	September 15, 2014	November 14, 2014
Goal #1	Curriculum coordinators will meet with grade levels, departments, and teams to provide review the instructional guide and provide professional development to support its adoption.	Not Applicable				Olean Intermediate- Middle School	Focus School	January 12, 2015	February 13, 2015
Goal #2	The district will provide co-teaching professional development and embedded support for all co-teaching pairs and school leaders.	Improvement	Tier 1-2	School Improvement Section 1003(a) - SIG A	\$5,890	Olean Intermediate- Middle School	Focus School	September 8, 2014	June 12, 2015

Olean City School District

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Tenet 4: Teacher Practices and Decisions											
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required		
		trengths and needs of all studen	ts.	<u> </u>	Developing		ion Team (IIT) Review		/es		
•	on(s)/Rationale: In the boxes below identify the	major recommendation(s) and s	source citation; if a need that is	not contained in a major recommen	dation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified nee	ed within the plan and		
	le explaining why the need is being addressed.										
Recommendation /	Implement a plan to explicitly teach and reinforce	e classroom expectations for acc	eptable and safe behavior. Incl	ude in these expectations behaviors for	or adults and stude	nts that establish a thoug	htful learning environmer	nt and incorporate studen	t perspectives.		
Rationale #1 - Recommendation /											
Rationale #2 -											
Recommendation /											
Rationale #3 -											
D1. Goal(s): Must be in	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	n as specific, measurable, attainable,	, and relevant to th	e recommendation.					
<u>Goal #1</u>	100% of Olean Intermediate-Middle School teach	ers will develop and implement	explicit plans to teach and reinf	force expectations for acceptable and	safe behaviors.						
Goal #2											
Goal #3											
D2: Goal(s): List the	E. Activity(ies): Must detail the actions that will		G. Allowable Activity: If the	H. Fund Source(s): Identify all		J1. Targeted Schools:	J2. Targeted Schools:	K1. Timeline: Identify	K2. Timeline: Identify		
number of the goal to	take place in order to achieve the identified	Engagement Set-Aside:	activity satisfies the	Federal, State, and Local fund	Identify the	Identify the school(s)	Identify the		the projected end date		
which the proposed	goal(s).	Identify if the activity satisfies		sources that will be used for the	district cost	targeted by each	identification status of	for each activity.	for each activity.		
activity aligns.		one of the mandated set- aside requirements.	indicate the applicable allowable activity supported.	completion of each activity.	associated with each fund source.	activity.	each targeted school.				
		aside requirements.	allowable activity supported.		each fullu source.						
				Local/General Funds	\$1,008	Olean Intermediate-	Focus School	October 7, 2014	March 26, 2015		
Goal #1	SCEP 4.4 Activities	Improvement	Tier 2-10								

Olean City School District

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			Tenet 4: Teacher Prac	tices and Decisions							
A. Statement of Practic	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required		
SOP 4.5 - Teachers info	rm planning and foster student participation in the meas	ir own learning by using a variet ures, and progress monitoring).	y of summative and formative o	data sources (e.g., screening, interim	Developing	Integrated Intervent	ion Team (IIT) Review	,	/es		
•	tion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommer	dation but is aligne	ed to the 6 tenets is ident	ified, the district should a	ddress the identified ne	ed within the plan and		
	ale explaining why the need is being addressed.		1 1 1100 111					<u> </u>			
Recommendation / Rationale #1 -	Develop, implement, and monitor a system for us frequent and timely feedback about their progress	•	dent groupings and differentiate	ed instructional opportunities for all si	tudents in all classes	s. Include regular formati	ve assessment in the plan	ning process and ensure	students receive		
Recommendation /	Trequent and timely reedback about their progres	35.									
Rationale #2 -											
Recommendation /											
Rationale #3 -											
D1. Goal(s): Must be in	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.					
Goal #1	Increase opportunities for flexible student groupi	ng based a variety of summative	e and formative data sources.								
Goal #2	Create a Differentiated Instruction Handbook tha	t teachers will use to guide their	r instructional plans to create di	fferentiated opportunities for all stud	ents in all classes.						
Goal #3	Unit plans include pacing calendars with formativ	formative assessment and data is used in the planning process to provide frequent and timely feedback to students.									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.		
	The district will provide professional					Olean Intermediate-	Focus School	August 15, 2014	October 31, 2014		
Goal #1	development on strategies for flexible student	Not Applicable									
	grouping, including data analysis and scheduling	,									
	options.										
						Olean Intermediate- Middle School	Focus School	September 8, 2014	October 31, 2014		
Goal #1	SCEP 4.5 Activities	Not Applicable									
2002											
	Curriculum coordinators will research and			Title II, Part A	\$1,000	Olean Intermediate- Middle School	Focus School	November 19, 2014	February 13, 2015		
Cc=1 #2	develop a Differentiated Instruction Handbook	Improvement	Tion 4.4								
Goal #2	that will be used to support teachers to create differentiated opportunities for all students in all	Improvement	Tier 1-1								
	classes.										
				School Improvement Section 1003(a) - SIG A	\$580	Olean Intermediate- Middle School	Focus School	March 2, 2015	June 26, 2015		
Goal #2	SCEP 4.5 Activities	Improvement	Tier 1-1								
5542		p.o.cc.	1								

D2: Goal(s): List the number of the goal to which the proposed activity aligns.		Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	the projected start date	K2. Timeline: Identify the projected end date for each activity.
Goal #3	Curriculum coordinators and teachers will develop pacing calendars in each unit plan that include formative assessments/interim assessments to drive flexible grouping.	Not Applicable				Olean Intermediate- Middle School	Focus School	September 22, 2014	October 31, 2014
Cool #3	SCED A.F. Activities	Improvement	Tion 2.42	School Improvement Section 1003(a) - SIG A	\$1,120	Olean Intermediate- Middle School	Focus School	November 3, 2014	June 26, 2015
Goal #3	SCEP 4.5 Activities	Improvement	Tier 2-13						
					62.700				

Total \$2,700

Olean City School District

BEDS Code:

042400010000

		Tenet 5:	Student Social and Emo	tional Developmental Health	1				
A. Statement of Practic	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Rese	rve Required
SOP 5.1 - The district of	creates policy and works collaboratively with the scl	nool to provide opportunities and developmental health.	nd resources that positively sup	port students' social and emotional	Developing	Integrated Intervent	tion Team (IIT) Review	,	⁄es
•	tion(s)/Rationale: In the boxes below identify the lale explaining why the need is being addressed.	major recommendation(s) and	source citation; if a need that i	s not contained in a major recommer	ndation but is aligne	d to the 6 tenets is ident	ified, the district should a	address the identified ne	ed within the plan and
Recommendation /	The district should prioritize the development of	a policy, and comprehensive mo	odel, to teach and empower sta	ff to understand, address, and meet t	he social and emotion	onal development health	needs of all students. Thi	s model should also inclu	de structures to monitor
Rationale #1 -	the implementation and effectiveness of the police		,	, ,		,			
Recommendation /									
Rationale #2 -									
Recommendation / Rationale #3 -									
	l direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	e, and relevant to th	e recommendation.			
Goal #1	Utilize the Interconnected Systems Framework to		·	•			needs of all students.		
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Title II, Part A	\$500	Olean Intermediate-	Focus School	September 22, 2014	October 30, 2014
	District and school teams will participate in training on the Interconnected Systems								
	Framework and learn how Positive Behavioral								
Goal #1	Interventions and Supports (PBIS) and School	Improvement	Tier 1-1						
Godi #1	Mental Health (SMH) can work together to comprehensively address the social and emotional developmental health needs of all	mprovement	TICL I						
	students.								
	District and school teams will participate in			Title II, Part A	\$680	Olean Intermediate- Middle School	Focus School	September 22, 2014	October 30, 2014
	training on how to develop the universal level of Positive Behavioral Interventions and Supports.			School Improvement Section 1003(a) - SIG A	\$2,000	Olean Intermediate- Middle School	Focus School	September 22, 2014	June 26, 2015
Goal #1	Teams and/or sub-committees will meet monthly to collect data on current practices and	Improvement	Tier 1-1						
	develop plans for data components, community								
	resources, action plan steps, and clear roles and								
	responsibilities for team members.								
	District and cohool to are will asset with					Olean Intermediate- Middle School	Focus School	February 2, 2015	February 13, 2015
	District and school teams will construct a working document (School-Wide PBIS Plan)								
	outlining a comprehensive model to teach and								
	omnower staff to understand address and								

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.		K2. Timeline: Identify the projected end date for each activity.
Goal #1	meet the social emotional development health needs of all students. This document will reflect the development process to date and include the action plan for work that will continue.	Not Applicable							
	Grant funding will be requested through the School Climate Transformation Grant to support					Olean Intermediate- Middle School	Focus School	April 1, 2015	June 30, 2015
Goal #1	full implementation of PBIS and SMH practices within an Interconnected Systems Framework	Not Applicable							
	model.								

Olean City School District

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addressed ader establishes overarching systems and unders n(s)/Rationale: In the boxes below identify the rexplaining why the need is being addressed. Develop a proactive and research-based referral rekills in students. rect alignment with the achievement of the major overlop a PBIS model in the schools to teach and	academic success. major recommendation(s) and s management process to increase jor recommendation or identifie	e opportunities to be known by	s not contained in a major recommer an adult. Prioritize and implement a		ed to the 6 tenets is ident		ddress the identified nee	es d within the plan and
n(s)/Rationale: In the boxes below identify the rexplaining why the need is being addressed. Develop a proactive and research-based referral rewills in students. rect alignment with the achievement of the majority of the	academic success. major recommendation(s) and s management process to increase jor recommendation or identifie	e opportunities to be known by	s not contained in a major recommer an adult. Prioritize and implement a	ndation but is aligne	ed to the 6 tenets is ident	ified, the district should a	ddress the identified nee	d within the plan and
explaining why the need is being addressed. Develop a proactive and research-based referral rickills in students. The rectalignment with the achievement of the majorithm of the majorithm.	management process to increase	e opportunities to be known by	an adult. Prioritize and implement a					
Develop a proactive and research-based referral rekills in students. rect alignment with the achievement of the maj	jor recommendation or identific	ed need. They should be writte		comprehensive and	overarching system to te	each, support, and monitor	r healthy social and emoti	onal developmental
kills in students. rect alignment with the achievement of the maj	jor recommendation or identific	ed need. They should be writte		comprenensive and	overarching system to te	acn, support, and monitol	r nealtny social and emoti	onal developmental
rect alignment with the achievement of the maj		·	en as specific, measurable, attainable					
· · · · · · · · · · · · · · · · · · ·		·	en as specific, measurable, attainable					
· · · · · · · · · · · · · · · · · · ·		·	en as specific, measurable, attainable					
· · · · · · · · · · · · · · · · · · ·		·	en as specific, measurable, attainable					
· · · · · · · · · · · · · · · · · · ·		·	en as specific, measurable, attainable					
Develop a PBIS model in the schools to teach and	empower staff to understand, a	ddroce and most the cocial and		e, and relevant to th	e recommendation.			
		duress, and meet the social and	d emotional developmental health ne	eeds of all students.				
ake place in order to achieve the identified oal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	activity satisfies the	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the district cost associated with	Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
With the help of the Dissemination Grant school lartner, present an overview of PBIS to administrative Council, CDEP Committee and suilding Level Teams.	Improvement	Tier 2-10	Other (Replication Grant)	\$400	Olean Intermediate-	Focus School	September 22, 2014	October 23, 2014
Designate a team to research the PBIS model	Improvement	Tier 2-10	School Improvement Section 1003(a) - SIG A	\$479	Olean Intermediate- Middle School	Focus School	October 14, 2014	November 4, 2014
nd prepare a presentation for faculty meetings.	improvement	1101 2 10						
create an Action Planning Booklet for School-	Not Applicable				Olean Intermediate- Middle School	Focus School	August 4, 2014	November 4, 2014
viae PBIS.								
dentify school level team members and provide BIS training for this team. Research and secure artnerships, training opportunities, and esource guides to support district and school	Improvement	Tier 2-10	Other (Replication Grant)	\$2,300	Olean Intermediate- Middle School	Focus School	October 5, 2014	December 19, 2014
Via addud de n	the place in order to achieve the identified al(s). In the help of the Dissemination Grant school return, present an overview of PBIS to Iministrative Council, CDEP Committee and ilding Level Teams. In the place in order to achieve the PBIS model do prepare a presentation for faculty meetings. In the place in order to achieve the PBIS model do prepare a presentation for faculty meetings. In the place in order to achieve the PBIS model do prepare a presentation for faculty meetings. In the place in order to achieve the PBIS model do prepare a presentation for faculty meetings. In the place in order to achieve the place and provide in the place and place	Re place in order to achieve the identified al(s). Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Enth the help of the Dissemination Grant school returner, present an overview of PBIS to Improvement Improvement Improvement Improvement Improvement Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Improvement Improvement Not Applicable Entify school level team members and provide IS training for this team. Research and secure returnerships, training opportunities, and source guides to support district and school	Re place in order to achieve the identified al(s). Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Eith the help of the Dissemination Grant school rtner, present an overview of PBIS to Iministrative Council, CDEP Committee and illding Level Teams. Improvement Tier 2-10 Improvement Tier 2-10 Tier 2-10 Possignate a team to research the PBIS model of prepare a presentation for faculty meetings. Possignate an Action Planning Booklet for Schoolide PBIS. Not Applicable Improvement Tier 2-10 Improvement Tier 2-10 Improvement Tier 2-10	Re place in order to achieve the identified al(s). Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set-Aside: Improvement set-aside, indicate the applicable allowable activity supported. Engagement Set Aside improvement set-aside, indicate the applicable allowable activity supported. Engagement Set Aside, indicate the applicable allowable activity supported. Engagement Set Aside, indicate the applicable allowable activity supported. Engagement Set Aside improvement set-aside, indicate the applicable allowable activity supported. Engagement Set Aside improvement set-aside, indicate the applicable allowable activity supported. Engagement Set Aside improvement set-aside, indicate the applicable allowable activity supported. Engagement Set Aside in Aside in Aside i	the place in order to achieve the identified al(s). Engagement Set-Aside: Identify if the activity satisfies Improvement set-aside, indicate the applicable allowable activity supported. Improvement Tier 2-10 Tier 2-10 Tier 2-10	the place in order to achieve the identified al(s). Engagement Set-Aside: Identify if the activity satisfies one of the mandated setaside, none of the mandated setaside requirements. Improvement Tier 2-10	the place in order to achieve the identified al(s). Engagement Set-Aside: identify if the activity satisfies the identify if the activity satisfies the indicate the applicable allowable activity. In the help of the Dissemination Grant school three, present an overview of PBIS to ministrative Council, CDEP Committee and liding Level Teams. Improvement Tier 2-10 Other (Replication Grant) School Improvement Section 1003(a) - SIG A Olean Intermediate- Middle School Improvement Tier 2-10 Other (Replication Grant) School Improvement Section 1003(a) - SIG A Olean Intermediate- Middle School Olean Intermediate- Middle School Focus School Focus School Focus School Focus School Other (Replication Grant) School Improvement Section 1003(a) - SIG A Olean Intermediate- Middle School Olean Intermediate- Middle School	Engagement Set-Aside: activity satisfies the Identify the activity satisfies the Identify if the activity satisfies the Identify if the activity satisfies the allowable activity supported. In the help of the Dissemination Grant school ritner, present an overview of PBIS to ministrative Council, CDEP Committee and liding Level Teams. Improvement Tier 2-10 Other (Replication Grant) September 22, 2014 Tier 2-10 Other (Replication Grant) School Improvement Set-Aside district cost activity. September 22, 2014 Focus School September 22, 2014 Focus School October 14, 2014 School Improvement Set-Aside district cost activity. September 22, 2014 Tier 2-10 Other (Replication Grant) School Improvement Set-Identify the school(s) district cost activity. School Improvement Set-Identify the school(strict cost activity. School Improvement Set-Identify the school(shool) School Improvement Set-Identify the school(shool) School Improvement Set-Identify the sc

Olean City School District

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A Statement of Bus stir	n Addressed	Tellet 3	. Student Social and Enio	tional Developmental Health		D2 UEDI Beting Course		D2 Touch Considia Dans	mro Domissod
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Rese	rve kequirea
SOP 5.3 - The school ar	ticulates and systematically promotes a vision for s learning experiences and a safe and h				Developing	Integrated Interven	tion Team (IIT) Review		Yes
	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that is	s not contained in a major recommer	ndation but is aligne	d to the 6 tenets is ident	ified, the district should a	address the identified ne	ed within the plan and
	ale explaining why the need is being addressed.								
Recommendation /	Establish a comprehensive vision for student soci	al emotional developmental hea	alth, identify the skills and beha	viors that contribute to the social and	emotional health o	f students, and provide P	D time to develop a plan/	curricula for teaching of s	tudent social and
Rationale #1 -	emotional developmental health.								
Recommendation / Rationale #2 -									
Recommendation /									
Rationale #3 -									
	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	, and relevant to th	e recommendation.			
<u>Goal #1</u>	Develop a comprehensive vision for student socia	al and emotional developmental	health for the Olean Intermedi	ate-Middle School and support the sc	hool faculty in devel	oping and implementing	relevant curricula.		
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	Identify the	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.		K2. Timeline: Identify the projected end date for each activity.
				Title I, Part A	\$300	Olean Intermediate-	Focus School	October 7, 2014	May 21, 2015
0 1 111									
Goal #1	SCEP 5.3 Activities	Parent Engagement	Tier 2-8						

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		Tenet 5:	Student Social and Emo	tional Developmental Health	l				
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
	akeholders work together to develop a common up learning, and fostering a sense of ownership for p			•	Ineffective	Integrated Interven	tion Team (IIT) Review	,	'es
C. Major Recommendat	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and s	source citation; if a need that is	s not contained in a major recommer	ndation but is align	ed to the 6 tenets is ident	tified, the district should	address the identified nee	d within the plan and
provide a strong rationa	le explaining why the need is being addressed.								
Recommendation / Rationale #1 -	Develop and embed a system that implements th	e school vision to monitor and r	espond to student social and er	motional development health needs.	Identify and clearly	articulate the role of all s	takeholder contributions	and supports available to	address student needs.
Recommendation /									
Rationale #2 -									
Recommendation /									
Rationale #3 -	direct alignment with the achievement of the ma	ior recommendation or identific	ed need. They should be writte	en as specific measurable attainable	and relevant to th	e recommendation			
Goal #1	Develop a matrix and resources guide that identif		•						
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	A district level team will survey/research school and district staff to identify various roles and supports currently in place to address student needs.	Not Applicable				Olean Intermediate-	Focus School	September 8, 2014	November 25, 2014
Goal #1	Professional development for the district and school level teams will include community agencies, resources, and other supports that are currently available to address student needs.	Not Applicable				Olean Intermediate- Middle School	Focus School	December 1, 2014	December 19, 2014
Goal #1	SCEP 5.4 Activities	Not Applicable				Olean Intermediate- Middle School	Focus School	January 5, 2015	April 7, 2015

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		Tenet 5:	Student Social and Emo	otional Developmental Healtl	h				
A. Statement of Practice	e Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reser	ve Required
		onal developmental health needs	s.	·	Developing		ion Team (IIT) Review		'es
C. Major Recommendat	ion(s)/Rationale: In the boxes below identify the	major recommendation(s) and	source citation; if a need that i	is not contained in a major recomme	ndation but is aligne	ed to the 6 tenets is ident	ified, the district should a	address the identified nee	d within the plan and
	le explaining why the need is being addressed.								
Recommendation / Rationale #1 -	Establish structures to use data to systematically	align supports and interventions	s for all students' academic and	l social emotional developmental hea	Ith needs and delive	r services that lead to hig	ner student achievement.		
Recommendation /									
Rationale #2 -									
Recommendation / Rationale #3 -									
	direct alignment with the achievement of the ma	jor recommendation or identifi	ed need. They should be writte	en as specific, measurable, attainable	e, and relevant to th	e recommendation.			
Goal #1	Develop a school-wide data collection system and	d procedures to align supports a	nd interventions for all student	s' academic and social emotional dev	relopmental health n	eeds.			
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
	District and school level teams receive					Olean Intermediate-	Focus School	January 5, 2015	January 30, 2015
0 1 111	professional development on the use of data to								
Goal #1	respond to student social and emotional developmental health needs.	Not Applicable							
						Olean Intermediate-	Focus School	February 2, 2015	February 13, 2015
	District and school level teams conducts a					Middle School		·	
	review of existing data systems and structures within the schools, district, and community that								
Goal #1	contribute to understanding and attending to	Not Applicable							
	students' academic and social emotional developmental health needs.								
	acrosphicital neutrineeds.								
	District and school level teams meet to review					Olean Intermediate- Middle School	Focus School	February 23, 2015	March 26, 2015
Goal #1	current data practices and recommended	Not Applicable							
Godi #1	systems and procedures. Teams establish a list	Not Applicable							
	of prioritized action steps.								

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A Ct-tt(D	Addressed		Tenet 6: Family and Communit			D2 UEDI D-1' C		D2 T+ C	- Daniel and
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reserv	e Kequired
SOP 6.1 - The district	has a comprehensive family and community engage reciprocal communication,		the expectations around creating and sustaining a value community organizations and families.	welcoming environment for families,	Effective	Integrated Intervention	on Team (IIT) Review	Υ	es
C. Major Recommendation	on(s)/Rationale: In the boxes below identify the m	najor recommendation(s) and so	urce citation; if a need that is not contained in a n	najor recommendation but is aligned t	to the 6 tenets is ide	entified, the district should	address the identified no	eed within the plan and p	ovide a strong
<u> </u>	the need is being addressed.								
Recommendation /									
Rationale #1 -									
Recommendation /									
Rationale #2 - Recommendation /									
Rationale #3 -									
	I direct alignment with the achievement of the majo	or recommendation or identified	need. They should be written as specific, measur	able, attainable, and relevant to the r	ecommendation.				
Goal #1	,		,	, ,					
Goal #2									
Goal #3									
<u></u>		I		I. = 10 ()	I. 51 . 1 . 6 . 11 .	lu =		l.,, =, ,, ,,	
D2: Goal(s): List the number of the goal to	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified		G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable	H. Fund Source(s): Identify all Federal, State, and Local fund	I. District Cost(s): Identify the			K1. Timeline: Identify the projected start date	K2. Timeline: Identify
	goal(s).	Identify if the activity satisfies			district cost		identify the	for each activity.	for each activity.
activity aligns.	goai(3).	one of the mandated set-	allowable activity supported.	completion of each activity.	associated with	,	each targeted school.	lor each activity.	ioi each activity.
activity anglis.		aside requirements.		completion of each activity.	each fund source.	detivity.	caen targetea senoon		
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			renet 6: Family and Community	Linguagement					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reserv	e Required
SOP	6.2 - The school leader ensures that regular commu	unication with student and famili	ies fosters their high expectations for student acade	emic achievement.	Effective	Integrated Intervent	ion Team (IIT) Review	Y	es
	on(s)/Rationale: In the boxes below identify the m	ajor recommendation(s) and so	urce citation; if a need that is not contained in a n	najor recommendation but is aligned	to the 6 tenets is ide	entified, the district should	d address the identified n	eed within the plan and p	rovide a strong
rationale explaining why	the need is being addressed.								
Recommendation /									
Rationale #1 -									
Recommendation /									
Rationale #2 -									
Recommendation /									
Rationale #3 -	 direct alignment with the achievement of the majo	r rocommondation or identified	I need. They should be unitten as enesific measur	able attainable and relevant to the	cocommondation				
DI. Goal(s): Iviust be iii i	direct alignment with the achievement of the majo	or recommendation or identified	Theed. They should be written as specific, measur	able, attaillable, and relevant to the i	econimendation.				
Goal #1									
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-		H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	the projected start date	K2. Timeline: Identify the projected end date for each activity.
		aside requirements.			each fund source.				

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A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reserv	ve Required
SOP 6.3 - The school e	ngages in effective planning and reciprocal commur	nication with family and commur	nity stakeholders so that student and needs are ide	ntified and used to augment learning.	Developing	Integrated Interven	ition Team (IIT) Review	١	'es
. Major Recommendat	ion(s)/Rationale: In the boxes below identify the m	najor recommendation(s) and so	ource citation; if a need that is not contained in a r	najor recommendation but is aligned t	to the 6 tenets is ide	entified, the district shou	ld address the identified	need within the plan and p	rovide a strong
	y the need is being addressed.								
Recommendation / Rationale #1 -	Develop and implement a comprehensive commun	nication model that is multi-mod	dal and serves the specific needs of the families of t	he school. Assess the effectiveness of	the model and adjus	st it as needed.			
Recommendation /									
Rationale #2 -									
Recommendation /									
Rationale #3 -									
D1. Goal(s): Must be in	direct alignment with the achievement of the major	or recommendation or identifie	d need. They should be written as specific, measu	rable, attainable, and relevant to the r	ecommendation.				
<u>Goal #1</u>	Develop, implement, and monitor a comprehensiv	ve communication model that is	multi-modal and serves the specific needs of the fa	milies of the school.					
Goal #2									
Goal #3									
D2: Goal(s): List the	E. Activity(ies): Must detail the actions that will	F. Improvement/ Parent	G. Allowable Activity: If the activity satisfies the	H. Fund Source(s): Identify all	I. District Cost(s):	J1. Targeted Schools:	J2. Targeted Schools:	K1. Timeline: Identify	K2. Timeline: Identify
number of the goal to	take place in order to achieve the identified	Engagement Set-Aside:	Improvement set-aside, indicate the applicable	Federal, State, and Local fund	Identify the	Identify the school(s)	Identify the	the projected start date	the projected end da
which the proposed	goal(s).	Identify if the activity satisfies	allowable activity supported.	sources that will be used for the	district cost	targeted by each	identification status of	for each activity.	for each activity.
activity aligns.		one of the mandated set-		completion of each activity.	associated with	activity.	each targeted school.		
		aside requirements.			each fund source.				
				School Improvement Section 1003(a)	\$300	Olean Intermediate-	Focus School	August 1, 2014	August 26, 2014
	Provide professional development for district and			School improvement Section 1003(a)	\$300	Olean intermediate-	Tocus scrioor	August 1, 2014	August 20, 2014
Goal #1	school leaders on developing a comprehensive,	Improvement	Tier 1-1						
	multi-modal communication model designed to	·							
	meet the specific needs of students.								
				Title I, Part A	\$450	Olean Intermediate-	Focus School	September 3, 2014	June 30, 2015
				Tide i, i aren		Middle School	1 0003 3011001	3cptc///3/2014	Julie 30, 2013
Goal #1	SCEP 6.5 Activities	Parent Engagement	Tier 2-8						
					_		_		

Olean City School District

BEDS Code:

042400010000

				Tenet 6: Family and Communit	y Engagement					
Α	. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reserv	e Required
	SOP 6.4 - The school c	ommunity partners with families and community a	agencies to promote and provide support student succe	training across all areas (academic and social and ess.	emotional developmental health) to	Ineffective	Integrated Interven	tion Team (IIT) Review	Y	es
	•	* **	najor recommendation(s) and so	urce citation; if a need that is not contained in a r	najor recommendation but is aligned t	o the 6 tenets is ide	entified, the district shoul	d address the identified n	eed within the plan and p	ovide a strong
		the need is being addressed.	stoff to wad austonal associate ha	and book weakings in family appropriate for the su		had IIald shaff asse	tabla far astirali saali		itu and fomilu nautoauthin	to our out of udout
_		success.	stail to understand research-ba	sed best practices in family engagement for the sp	ecilic community populations represen	tea. Hold Stall acco	ountable for actively seeki	ig and sustaining commun	nty and ramily partnership	to support student
R	ecommendation /	54400037								
	ecommendation /									
_	ationale #3 -									
D	1. Goal(s): Must be in d	irect alignment with the achievement of the major	or recommendation or identified	I need. They should be written as specific, measu	able, attainable, and relevant to the r	ecommendation.				
	<u>Goal #1</u>	Develop a professional learning module for school	staff to understand research-ba	sed best practices in family engagement for the sp	ecific community populations represen	ted.				
	Goal #2	Identify school-wide expectations for actively seek	king and sustaining community ar	nd family partnerships to support student success a	and develop grade level, department, a	nd team procedure	s and protocols.			
	Goal #3									
n w	umber of the goal to	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
	Goal #1	A district level team, representing those previously trained by Eric Jensen, Steve Constantino, and others, will participate in professional development to bring together research-based practices in family engagement for working with families from poverty.	Not Applicable				Olean Intermediate-	Focus School	August 4, 2014	August 22, 2014
	Goal #1	A professional learning module for school staff will be developed by the district level team. Team members will work with representatives from community organizations and parents to inform this work. Turnkey trainers will be trained at each school.	Improvement	Tier 1-1	School Improvement Section 1003(a) SIG A	\$3,200	Olean Intermediate- Middle School	Focus School	August 4, 2014	October 31, 2014
	Goal #1	SCEP 6.4 Activities	Parent Engagement	Tier 1-1	Title I, Part A	\$400	Olean Intermediate- Middle School	Focus School	November 4, 2014	January 16, 2015
		The district level team will develop recommendations for school-wide expectations for actively seeking and sustaining community and family partnerships to support student success.	Not Applicable				Olean Intermediate- Middle School	Focus School	August 4, 2014	September 26, 2014

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	Identify the	the projected start date	K2. Timeline: Identify the projected end date for each activity.
				Title I, Part A	\$550	Olean Intermediate- Middle School	Focus School	October 7, 2014	June 30, 2015
Goal #2	SCEP 6.4 Activities	Parent Engagement	Tier 2-8						
				Total	\$4,150				

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Olean City School District

BEDS Code:

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<u> </u>			Tenet 6: Family and Community	/ Engagement					
A. Statement of Practice	Addressed				B1. HEDI Rating	B2. HEDI Rating Source		B3. Tenet Specific Reserv	re Required
		use data to advocate for approp	oriate support services for their children.		Ineffective		tion Team (IIT) Review		es
•	on(s)/Rationale: In the boxes below identify the m	ajor recommendation(s) and so	urce citation; if a need that is not contained in a n	najor recommendation but is aligned t	o the 6 tenets is ide	entified, the district shoul	d address the identified n	eed within the plan and p	rovide a strong
	the need is being addressed.								
Recommendation / Rationale #1 -	Ensure all staff members integrate data systems to	consistently communicate stud	ent progress, needs, and targets to parents and far	nilies.					
Recommendation / Rationale #2 -									
Recommendation /									
Rationale #3 -									
D1. Goal(s): Must be in o	direct alignment with the achievement of the majo	or recommendation or identified	d need. They should be written as specific, measur	able, attainable, and relevant to the re	ecommendation.				
<u>Goal #1</u>	Develop and implement a strategic plan for school	leaders and staff to integrate da	ata systems to consistently communicate student p	rogress, needs, and targets to parents	and families.				
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set- aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will participate in professional development on various communication strategies, including student led conferences.	Improvement	Tier 2-8	School Improvement Section 1003(a)	\$1,200	Olean Intermediate-	Focus School	July 15, 2014	November 7, 2014
Goal #1	School staff will receive professional development on promoting dialogue with families to understand and use data to advocate for appropriate support services for their children.	Improvement	Tier 2-8	School Improvement Section 1003(a) SIG A	\$1,658	Olean Intermediate- Middle School	Focus School	November 10, 2014	January 30, 2015
Goal #1	A family forum will be held that is designed to help families understand and use data to advocate for appropriate support services for their children.	Parent Engagement	Tier 2-8	Title I, Part A	\$350	Olean Intermediate- Middle School	Focus School	January 13, 2015	January 23, 2015
Goal #1	SCEP 6.5 Activities	Parent Engagement	Tier 2-8	Title I, Part A	\$4,698	Olean Intermediate- Middle School	Focus School	November 10, 2014	June 30, 2015

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Fiscal Summary Page #1

Improvement Set-Aside Budget Summary by Tenet							
	Tenet 1 Expenses	Tenet 2 Expenses	Tenet 3 Expenses	Tenet 4 Expenses	Tenet 5 Expenses	Tenet 6 Expenses	TOTALS
MUST THE DISTRICT MAKE A TENET SPECIFIC RESERVE?	Yes	Yes	Yes	Yes	Yes	Yes	
% OF IMPROVEMENT RESERVE THAT <u>MUST</u> BE ALLOCATED TO THIS TENET	10%	10%	25%	25%	15%	15%	100%
AMOUNT OF IMPROVEMENT RESERVE THAT MUST BE ALLOCATED TO THIS TENET	\$4,239	\$4,239	\$10,598	\$10,598	\$6,359	\$6,359	\$42,391
% OF IMPROVEMENT EXPENDITURES <u>ACTUALLY</u> ALLOCATED TO THIS TENET	10%	10%	25%	25%	16%	30%	116%
AMOUNT OF IMPROVEMENT RESERVE <u>ACTUALLY</u> ALLOCATED TO THIS TENET	\$4,240	\$4,240	\$10,598	\$10,598	\$6,659	\$12,806	\$49,141

Improvement Set-Aside Budget Summary by	School and Tenet							
Name of Identified School	Accountability Status	Tenet 1 Expenses	Tenet 2 Expenses	Tenet 3 Expenses	Tenet 4 Expenses	Tenet 5 Expenses	Tenet 6 Expenses	Total Expenses
Olean Intermediate-Middle School	Focus School	\$4,240	\$4,240	\$10,598	\$10,598	\$6,659	\$12,806	\$49,141
								\$0
								\$0
								\$0
								\$0
								\$0
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								\$0
								\$0

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Fiscal Summary Page #1

ovement Set-Aside Budget Summary by Tenet	Tenet 1 Expenses	Tenet 2 Expenses	Tenet 3 Expenses	Tenet 4 Expenses	Tenet 5 Expenses	Tenet 6 Expenses	TOTALS
	Tellet 1 Expelises	Tellet 2 Expelises	Tellet 3 Expelises	Tellet 4 Expelises	Tellet 5 Expelises	Tellet o Expelises	
							\$0
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							\$0
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							\$0
							\$0
							\$0
ING TOTALS	\$4,240	\$4,240	\$10,598	\$10,598	\$6,659	\$12,806	\$49,141

DO BUILDING ALLOCATIONS MATCH THE TOTALS FROM DCIP TENET TABLES? Yes Yes Yes Yes Yes Yes

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Fiscal Summary Page #2

Improvement Set-Aside							
List the Improvement % for this District	List Required Set- Aside (in Dollars)	Identification Status of Each School	Each Category		Funds Distributed to	Average Amount of Funds Distributed to Focus Schools	Average Amount of Funds Distributed to Identified Schools
		Priority Schools	0	\$0			
5%	\$42,391	Focus Schools	1	\$42,391	\$0	\$42,391	\$42,391
		All Identified Schools	1	\$42,391			

Parent Engagement (PE) Set-Aside							
List the Parent Engagement % for this District		Identification Status of Each School	Number of Schools in Each Category	List Total PE Set-Aside Amount allocated to schools	Funds Distributed to	Average Amount of Funds Distributed to Focus Schools	Average Amount of Funds Distributed to Identified Schools
		Priority Schools	0	\$0	,		
1%	\$6,748	Focus Schools	1	\$6,748	\$0	\$6,748	\$6,748
		All Identified Schools	1	\$6,748			

Local Assistance Plan (LAP)					
Number of Local Assistance Plan Schools in the District	f Local Assistance Plan Schools in the District List total amount of funds allocated to all Local				
	Assistance Plan Schools				
0	NA	\$0			