

LEA Name:	Olean City School District
School Name:	Olean Intermediate-Middle School

ENTER DATA INTO YELLOW CELLS. ONCE LEA AND SCHOOL NAMES ARE ENTERED, MULTIPLE DATA POINTS WILL AUTOMATICALLY PRE-POPULATE.

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	Olean Intermediate-Middle School	Contact Name	Jennifer Mahar
Phone	(716) 375-8039	Email	jmahar3@olean.wnyric.org
Website Link for Published Plan	http://www.oleanschools.org/Focus		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Colleen Taggerty, Ed.D.	
President, B.O.E. / Chancellor or Chancellor's Designee		John Bartimole	

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School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List of stakeholders who participated in developing the SCEP 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	
Kate Steigwald	Youth & Family Services, Directions in Independent Living	

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School Leadership Team

Denise Renaud	Parent	
Tonya Doxey	Parent	
Rychelle Weseman	Parent	

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School Leadership Team

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
June 26, 2014	Olean Intermediate-Middle School - Large Group Instruction Room	Yes	Yes
July 7, 2014	Olean Intermediate-Middle School - Large Group Instruction 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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School Information Sheet #1

School Information Sheet											
Grade Configuration	4-7	Total Student Enrollment	672	% Title I Population	34%	% Attendance Rate	96%	% Student Sustainability	TBD		
% of Students Eligible for Free Lunch	43%	% of Students Eligible for Reduced-Price Lunch	11%	% of Limited English Proficient Students	<1%	% of Students with Disabilities	22%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	1%	% Black or African American	7%	% Hispanic or Latino	3%	% Asian, Native Hawaiian / Other Pacific Islander	3%	% White	83%	% Multi-Racial	2%

School Personnel							
Years Principals Assigned to School	3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2.5
% of Teachers with No Valid Teaching Certificate	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	6.3

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG(a) Recipient	Yes	SIG(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4	27%	Math Performance at Level 3 and Level 4	17%	Science Performance at Level 3 and Level 4	88%	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA	Six-Year Graduation Rate (HS Only)	NA

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School 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
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

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

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SCEP Overview

In this section, the School must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the School’s capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

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

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

The SCEP implemented during the 2013-14 school year helped to guide the Olean Intermediate-Middle School 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.

In developing the CURRENT plan:

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

In the 2014-15 SCEP, several key initiatives will be the focus of 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.

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• 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 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.

• 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 school that will be targeted for improvement in this plan.

Among the identified needs targeted in this plan, the Olean Intermediate-Middle School 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 school and describe the relationship between the mission or guiding principles and the identified needs of the school.

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

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

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

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

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

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

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

• 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 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.

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

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

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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).

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.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 3	Tier 1-1	OIMS Teachers will develop turn key training of Eric Jensen's work and deliver this to building administrators and teachers during half day trainings.	School Improvement Section 1003(a) - SIG A	\$3,780	August 4, 2014	October 30, 2014
Tenet 4	Tier 1-1	Teachers representing each grade level and content area will review, give feedback on, and help revise the final version of the Differentiated Instruction Handbook.	School Improvement Section 1003(a) - SIG A	\$580	March 2, 2015	June 26, 2015
Tenet 6	Tier 1-1	Turnkey trainers will present the professional learning module and facilitate follow-up activities with all OIMS staff.	Title I, Part A	\$400	November 3, 2014	January 30, 2015

Total Amount of Funds Reserved for Tier 1 Activities \$4,760

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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).
\$5,996	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$1,000	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.
\$1,008	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.
	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.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	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.

\$4,760

\$11,782

\$16,542

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

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				Ineffective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -		Charge the leadership team with the collaborative development of a long-term vision and data-driven mission as well as a plan for implementing the vision and mission using school-wide SMART goals. Evaluate the plan regularly involving all stakeholders to assess its impact and effectiveness on improving student achievement and social and emotional well-being.					
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1		The Olean Intermediate-Middle School's Building Level Team will participate in SMART goals and vision development training to create school-wide plans for implementing and evaluating bimonthly the mission, vision, and SMART goals.					
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Building Level Team members will develop school-wide plans for implementing and evaluating the mission, vision, and SMART goals for the building.	Improvement	Tier 2-19	School Improvement Section	\$840	October 9, 2014	December 5, 2014
Goal #1	Building Level Team members will evaluate progress on goal activities related to the building's mission, vision, and SMART goals in bimonthly meetings.	Not Applicable				December 6, 2014	June 1, 2015

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale 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 major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the 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).	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				Highly Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale 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 major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the 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).	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -		Prioritize the development of comprehensive and interconnected systems to meet the identified needs of students. Establish procedures and protocol for collecting and analyzing evidence to assess attainment of the SMART goals, mission, and vision. Evaluate the impact on improving students’ chances of academic success.					
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1		Olean Intermediate-Middle School leaders and teachers will participate in training and develop comprehensive procedures and protocols for collecting and analyzing data related to mission, vision, and SMART goals in order to improve students' chances of academic 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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	District trainers will provide 4 full day workshops for Olean Intermediate-Middle School teachers who use information systems that track assessment outcomes, such as Language!, STAR Reading and Math Enterprise, etc.	Improvement	Tier 2-9	School Improvement Section	\$1,000	September 22, 2014	October 10, 2014

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a systematic plan for the implementation of rigorous curricula across all areas and grade levels that align to the CCLS. Provide intensive PD and embedded support to staff. Monitor instructional practices to hold staff accountable for the implementation of curricula that meet the specific needs of the identified and underperforming subgroups.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	100% of Olean Intermediate-Middle School curriculum maps in core subjects will be updated to align with and reflect rigor of CCLS.						
Goal #2	Department chairs and grade level representatives will participate in monthly workshops to ensure rigorous curricula and instructional strategies.						
Goal #3	Classroom teachers will incorporate instructional strategies that meet the specific needs of the identified and underperforming subgroups and lead to academic improvement.						
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	DCIP: Curriculum Coordinators will meet with 100% of OIMS core teachers to align curriculum maps with rigor of CCLS.	Not Applicable					
Goal #2	DCIP: Curriculum Coordinators will provide a mini PD series focused on CCLS, rigor and instructional strategies at each department meeting.	Not Applicable				October 14, 2014	May 12, 2015
Goal #3	SCEP: OIMS Teachers will develop turn key training of Eric Jensen's work and deliver this to building administrators and teachers during half day trainings.	Improvement	Tier 1-1	School Improvement Section 1003(a) - SIG A	\$3,780	August 4, 2014	October 30, 2014
Goal #3	SCEP: OIMS teachers will identify and implement instructional strategies that will meet the needs of students from poverty.	Not Applicable				September 8, 2014	October 30, 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.	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #3	SCEP: OIMS leaders will use a checklist of instructional strategies and practices to conduct one informal walk throughs in each classroom per quarter.	Not Applicable				October 6, 2014	June 19, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a comprehensive model of unit and lesson design reflective of a progressive and sequenced approach to using the instructional shifts to master the CCLS standards. Communicate expectations and systems for formative and summative assessments and regularly monitor these systems.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop an interim assessment plan/schedule for ELA and math 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.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Core subject teachers will construct interim assessments at each grade for ELA and math.	Improvement	Tier 2-13	School Improvement Section	\$1,818	September 3, 2014	May 28, 2015
Goal #1	School leaders and teachers will build an interim assessment schedule and implementation plan for 2014-15.	Not Applicable				August 4, 2014	August 22, 2014
Goal #1	School leaders and curriculum coordinator will develop school level expectations for data analysis and subsequent instructional planning in an Interim Assessment Data Driven Instruction Protocol.	Not Applicable				August 4, 2014	September 30, 2014
Goal #1	Teachers will complete an Interim Assessment Summary Report after each Interim Assessment and review it with their school principal. This report will provide cumulative data on student achievement and the next steps for instruction.	Not Applicable				October 27, 2014	June 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				Ineffective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -		Develop partnerships to create innovate interdisciplinary curricula across all grade levels and subjects. Provide opportunities for all teachers to reflect on the partnership effectiveness and actions to improve learning opportunities.					
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1		One interdisciplinary unit will be developed among each team and/or across teams in grades 6-7 at the Olean Intermediate-Middle School that targets the arts, technology, 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).	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	District curriculum coordinators will train team level groups to prepare them for planning.	Not Applicable				December 8, 2014	December 19, 2014
Goal #1	With support from district curriculum coordinators, 100% of teachers in Grades 6 & 7 will create an interdisciplinary unit that meets district expectations.	Not Applicable				December 8, 2014	May 21, 2015
Goal #1	Teams will present finalized unit plans to school leaders and make any adjustments based on feedback.	Not Applicable				May 26, 2015	May 29, 2015
Goal #1	Teams will implement interdisciplinary units and reflect/revise these plans for future use.	Not Applicable				June 1, 2015	June 25, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -		Implement a comprehensive system for using data that includes procedures and protocols for formative and summative methods to obtain data and adapt curricula that reflects the needs of all students. Ensure teachers provide ongoing feedback with rubrics to students about their progress that directly leads to clarity in goal setting and helps students take greater ownership and responsibility for their own learning.					
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1		Olean Intermediate-Middle School grades 4-5 teachers will create rubrics that will be used in discussions and student led conferences to monitor progress and develop goals.					
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.	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				September 8, 2014	October 6, 2014
Goal #1	Teachers conference with students to guide them in rubric analysis and self assessment.	Not Applicable				October 7, 2014	March 24, 2015
Goal #1	Student led conferences focus on student work that has been reviewed with the assignment/project rubrics.	Not Applicable				March 25, 2015	March 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Deploy school and teacher leaders to support and ensure 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 / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	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 #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.						
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Unit plans with "I Can" statements completed will be reviewed in grade level, department, and team meetings. Curriculum coordinators will coach teachers in establishing unit goals for students.	Not Applicable				October 14, 2014	October 31, 2014
Goal #1	Unit goals will be reviewed by teachers and school leaders following unit and interim assessments to analyze results and improve instruction.	Not Applicable				November 3, 2014	June 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -		Develop and implement a school-wide model for unit, lesson, activity, and task planning reflective of the pedagogical shifts of the CCLS. Identify inquiry-based strategies to engage each learner in analysis, synthesis, and evaluation processes to meet his or her long-term goals.					
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1		Provide district wide professional development on instructional strategies that leads to multiple points of access for all students.					
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.	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will review the instructional guide and begin to write unit and lesson plans that reflect district criteria and include reflective teaching strategies. This will be monitored weekly as the school leaders review lesson plans and observe instruction.	Not Applicable				February 16, 2015	June 19, 2015
Goal #2	Co-teaching pairs will implement instructional strategies and work collaboratively in Phase 1 of the co-teaching model implementation.	Not Applicable				September 3, 2014	June 25, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -		Implement a plan to explicitly teach and reinforce classroom expectations for acceptable and safe behavior. Include in these expectations behaviors for adults and students that establish a thoughtful learning environment and incorporate student perspectives.					
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1		100% of Olean Intermediate-Middle School teachers will develop and implement explicit plans to teach and reinforce expectations for acceptable and safe behaviors.					
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Mini PD Series (faculty meetings) will be conducted monthly to introduce and reinforce instructional strategies, classroom procedures and protocols.	Not Applicable				October 7, 2014	March 26, 2015
Goal #1	Teachers will document procedures for entering/leaving the classroom and beginning/ending of their lessons and review these procedures collaboratively with other teachers and school leaders to reflect, share, and revise.	Not Applicable				October 7, 2014	December 19, 2014
Goal #1	10 teachers will participate in training on Teach Like a Champion strategies. CA-BOCES staff specialists will provide follow-up support for teachers as they implement strategies in their classrooms.	Improvement	Tier 2-10	Local/General Funds	\$1,008	October 16, 2014	March 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop, implement, and monitor a system for using data to develop flexible student groupings and differentiated instructional opportunities for all students in all classes. Include regular formative assessment in the planning process and ensure students receive frequent and timely feedback about their progress.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Increase opportunities for flexible student grouping based a variety of summative and formative data sources.						
Goal #2	Create a Differentiated Instruction Handbook that teachers will use to guide their instructional plans to create differentiated opportunities for all students in all classes.						
Goal #3	Unit plans include pacing calendars with 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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School leaders and teachers will integrate the Language! curriculum into grade 4 (14-15) and grade 5 (15-16) to increase opportunities for flexible groupings across the grade levels.	Not Applicable				September 8, 2014	October 31, 2014
Goal #2	Teachers representing each grade level and content area will review, give feedback on, and help revise the final version of the Differentiated Instruction Handbook.	Improvement	Tier 1-1	School Improvement Section 1003(a) - SIG A	\$580	March 2, 2015	June 26, 2015
Goal #3	Teachers will work after school to develop formative assessment tools as components of unit plans to establish frequent and timely feedback to students and use of data for instructional planning.	Improvement	Tier 2-13	School Improvement Section 1003(a) - SIG A	\$1,120	November 3, 2014	June 26, 2015
Goal #3	Teachers will facilitate student data tracking and conversations with each student regarding progress,	Not Applicable				November 3, 2014	June 25, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a proactive and research-based referral management process to increase opportunities to be known by an adult. Prioritize and implement a comprehensive and overarching system to teach, support, and monitor healthy social and emotional developmental skills in students.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop a PBIS model in the schools to teach and empower staff to understand, address, and meet the social and emotional developmental health 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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School level team meets monthly to complete Action Plan for OIMS. Progress updates are presented bimonthly to faculty.	Not Applicable				January 3, 2015	June 26, 2015
						November 4, 2014	June 26, 2015
Goal #1	School level team generates a list of strategies to increase opportunities for students to be known by an adult (ex. Journal writing, positive affirmation wall, classroom discussion boards, opportunities for students to interact with staff outside of class (at breakfast, through clubs, etc)) and presents at faculty meeting. Over the year, reports on strategies that have been used will be shared with others during monthly faculty meetings. Effective strategies will be later included in School-Wide PBIS plan.	Not Applicable					
Goal #1	School leaders establish opportunities for vertical transition planning meetings to share information from parent surveys, placement cards, student data, and teacher information as students transition from one	Not Applicable				April 6, 2015	June 19, 2015

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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
	year to the next.						

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Establish a comprehensive vision for student social emotional developmental health, identify the skills and behaviors that contribute to the social and emotional health of students, and provide PD time to develop a plan/curricula for teaching of student social and emotional developmental health.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop a comprehensive vision for student social and emotional developmental health for the Olean Intermediate-Middle School and support the school faculty in developing 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).	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	School leaders will participate in professional development to create a comprehensive vision for student social and emotional developmental health based on research-based strategies with an emphasis on the identified subgroup. This work will utilize resources such as Building a Culture of Hope: Enriching Schools With Optimism and Opportunity by Barr and Gibson and Teaching with Poverty in Mind by Jensen.	Not Applicable				October 7, 2014	October 17, 2014
Goal #1	Teachers will participate in professional development on the comprehensive vision for student social and emotional developmental health to identify key skills and behaviors that contribute to the social and emotional health of students.	Not Applicable				December 1, 2014	December 19, 2014
Goal #1	Teachers will participate in professional development to develop plans/curricula for teaching key skills and behaviors.	Not Applicable				January 3, 2015	March 26, 2015

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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The comprehensive vision, key skills and behaviors, and instructional plans/curricula developed in this goal will be embedded in the overall School-Wide PBIS plan.	Not Applicable				March 1, 2015	May 21, 2015

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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	A Family Forum will involve parents/families in learning about the PBIS program.	Parent Engagement	Tier 2-8	Title I, Part A	\$300	March 1, 2015	March 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				Ineffective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop and embed a system that implements the school vision to monitor and respond to student social and emotional development health needs. Identify and clearly articulate the role of all stakeholder contributions and supports available to address student needs.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop a matrix and resources guide that identifies and clearly articulates the role of all stakeholder contributions and supports to address student needs.						
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	OIMS school level team will develop a matrix and resources guide that identifies and and clearly articulates the role of all stakeholder contributions and supports to address student needs. This matrix and guide will be a component of the School-Wide PBIS Plan.	Not Applicable				January 3, 2015	March 26, 2015
Goal #1	OIMS school level team will present the matrix and guide in a faculty meeting. These documents will be used as a component of the overall system to monitor and respond to student social and emotional developmental health needs.	Not Applicable				April 7, 2015	April 7, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Establish structures to use data to systematically align supports and interventions for all students’ academic and social emotional developmental health needs and deliver services that lead to higher student achievement.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop a school-wide data collection system and procedures to align supports and interventions for all students’ academic and social emotional developmental health needs.						
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	OIMS school level team receive bimonthly professional development to begin addressing prioritized action steps.	Not Applicable				April 7, 2015	June 26, 2015
Goal #1	The school-wide data collection system and procedures, including next steps, is presented to all OIMS staff. The school level team also presents this information to the district level team.	Not Applicable				May 4, 2015	June 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale 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 major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the 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).	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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop and implement a comprehensive communication model that is multi-modal and serves the specific needs of the families of the school. Assess the effectiveness of the model and adjust it as needed.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop, implement, and monitor a comprehensive communication model that is multi-modal and serves the specific needs of the families of the school.						
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	In school level professional development sessions, school leaders will develop a school-wide communication model that reflects the specific needs of families and provides multiple access points. Professional development needs for the building will be identified for school-wide and targeted training.	Not Applicable				September 8, 2014	September 30, 2014
Goal #1	School leaders will present the communication model to school faculty and discuss questions, concerns, and next steps. The Family and Student Handbook will also be updated to reflect changes in the communication model.	Not Applicable				October 6, 2014	October 31, 2015
Goal #1	Professional development opportunities to support full implementation of the communication model, including strategies for engaging families and the community, will be developed. School staff will participate in professional development based on needs identified by school leaders and individual requests.	Not Applicable				October 6, 2014	June 26, 2015
Goal #1	Parent information on the components of the communication model will be presented through multiple means, including Parent Forum, website, and conferences with parents.	Parent Engagement	Tier 2-8	Title I, Part A	\$448	October 6, 2015	June 25, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				Ineffective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Develop a professional learning module for school staff to understand research-based best practices in family engagement for the specific community populations represented. Hold staff accountable for actively seeking and sustaining community and family partnerships to support student success.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop a professional learning module for school staff to understand research-based best practices in family engagement for the specific community populations represented.						
Goal #2	Identify school-wide expectations for actively seeking and sustaining community and family partnerships to support student success and develop grade level, department, and team procedures and protocols.						
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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Turnkey trainers will present the professional learning module and facilitate follow-up activities with all OIMS staff.	Parent Engagement	Tier 1-1	Title I, Part A	\$400	November 3, 2014	January 30, 2015
Goal #1	Turnkey trainers and school leaders will seek feedback from school staff to identify and coordinate additional professional development needs.	Not Applicable				November 3, 2014	January 30, 2015
Goal #2	School leaders will identify specific school-wide expectations for actively seeking and sustaining community and family partnerships to support student success by school, grade, department, and team levels.	Not Applicable				October 3, 2014	October 31, 2015
Goal #2	School staff at school, grade level, department, team levels will participate in professional development to understand school-wide expectations and to develop procedures and protocols for implementation and documentation.	Parent Engagement	Tier 2-8	Title I, Part A	\$550	October 3, 2014	February 27, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating		B2. HEDI Rating Source	
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				Ineffective		Integrated Intervention Team (IIT) Review	
C. Major Recommendation(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 aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Ensure all staff members integrate data systems to consistently communicate student progress, needs, and targets to parents and families.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Develop and implement a strategic plan for school leaders and staff to integrate data systems to consistently communicate student progress, 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.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	A school level team will participate in professional development sessions to create a strategic plan that encompasses the communication plan (SOP 6.3) and school wide expectations for family engagement (SOP 6.4) and ensures consistent communication of student progress, needs, and targets to parents and families.	Parent Engagement	Tier 2-8	Title I, Part A	\$4,698	November 3, 2014	January 30, 2015
Goal #1	School leaders will meet school staff in grade level, department, and team meetings to review the strategic plan and make any revisions. The plan will include specific information on how data will be shared with families to promote dialogue with parents, students, and school community members.	Not Applicable				January 3, 2015	January 30, 2015
Goal #1	Teachers will begin implementing student led conferences during 2014-15.	Not Applicable				November 25, 2014	March 26, 2015
Goal #1	School leaders will document implementation of the strategic plan for family engagement and identify action steps for 2015-16.	Not Applicable				January 3, 2015	June 26, 2015

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole				\$0
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.				\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	\$840			\$840
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				\$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				\$0
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	\$1,000			\$1,000
Tenet 3 as a Whole				\$0
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.				\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	\$3,780			\$3,780
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	\$1,818			\$1,818
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				\$0
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				\$0
Tenet 4 as a Whole				\$0
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.				\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				\$0
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	\$1,008			\$1,008
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	\$1,700			\$1,700

LEA Name: Olean City School District
School Name: Olean Intermediate-Middle School

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 5 as a Whole				\$0
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.				\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		\$300		\$300
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				\$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				\$0
Tenet 6 as a Whole				\$0
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.				\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				\$0
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.		\$448		\$448
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		\$950		\$950
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		\$4,698		\$4,698
BUILDING TOTALS	\$10,146	\$6,396	\$0	\$16,542

Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page? No