



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Olean City School District	Rick Moore

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Motivating Students to Learn
2	Monitoring Progress of All Students using Predictive Indicators
3	Providing School-Wide Preventative, Targeted, and Intensive (Tiered) Interventions

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	Motivating Students to Learn
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>It is in the Olean City School District's Mission/Vision that we provide a student-centered community of excellence in which all members are challenged to learn, achieve, contribute, and innovate. A district Guiding Principle reflects our belief that school must be a respectful, safe, and welcoming environment. Particularly over the course of the COVID-19 pandemic, we have observed that some students have become disengaged from school due to challenges brought about from limited educational and social interactions with peers, faculty, and staff.</p> <p>We believe that if students experience a sense of belonging to the school community and engage in meaningful activities, they will be motivated to participate in and find success in school. This connectedness impacts attendance, academic achievement, behavior, and social interactions. Relationships with peers and trusted adults and opportunities for positive social interactions align with the important objectives of finding appropriate levels of challenge and relevance for students to help them to meet future goals after high school.</p> <p>Work in this area serves as a Tier 1, school-wide, preventative approach to reduce the number of at-risk students identified in the Early Warning System (Priority #2) for attendance, behavior, and course performance indicators, as well as Tier 2 and Tier 3 interventions needed by some students, connecting this with the MTSS framework (Priority #3).</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create meaningful experiences to welcome students back to school and build positive and nurturing relationships throughout the year within the high school community.	<p>School leaders will design orientation experiences that welcome students back to school, providing informational and relationship-building activities focused on helping students to feel safe, connected, and excited to start the school year.</p> <p>The principal will schedule time for school faculty and staff to collaborate on ways to help students to feel connected with and engaged in school so they are motivated to learn.</p> <p>Teachers will meet at grade level and department meetings to share successful strategies and consider new approaches to promote student engagement. The school principal and DCIP committee help to support their implementation.</p>	<p>School leaders and interested teachers will meet in August to develop activities, communications, and other preparations for opening days.</p> <p>When asked, students will share that they feel comfortable with the start of the school year, have had positive interactions with peers and adults, and know how/where to ask for help if they need it. (September)</p> <p>Each month, at least three to five activities or individual efforts are highlighted to all in the high school through email, faculty meetings, signage, and newsletter entries.</p> <p>An increased number of students participate in celebrations and extra-curricular activities (clubs, social events, special projects) offered throughout the year as more students become engaged with school.</p>	<p>Time will be needed for staff to develop orientation activities.</p> <p>Funding will be needed for materials, supplies for orientation activities.</p> <p>Time will be needed in faculty and department meetings to provide time for collaboration and planning.</p> <p>Funding will be needed for supplies to provide special events and to promote student participation.</p>

Priority 1: Motivating Students to Learn

<p>Create peer mentoring opportunities for students.</p>	<p>The Special Education Director will lead the implementation of the Best Buddies peer mentoring program.</p> <p>Teacher and school leader teams will explore various peer mentoring models, such as Peer Helpers, select an approach, and plan for implementation, including professional development, mentor recruitment and orientation, and program launch.</p>	<p>Best Buddies program is established and students are actively participating in regular program events and activities. (January)</p> <p>A peer mentoring program is identified and school faculty/staff having necessary training and supports to begin implementation. (November)</p> <p>Mentors are recruited and participate in orientation activities. (January)</p> <p>Peer mentors are paired with students and begin meeting regularly (February)</p>	<p>Funding will be needed for membership and training in the Best Buddies program, as well as program activities.</p> <p>Time will be needed for a group of teachers and school leaders to develop a peer mentoring program.</p> <p>Time will be needed for peer mentoring program leaders (adults) to coach and support peer mentors and their mentees.</p>
<p>Establish and promote student advocates/champions such that all students experience personal connections with caring adults.</p>	<p>Teacher, school, and district leaders will meet to plan a series of professional development and collaboration activities designed to help all adults (faculty, staff, and administrators) to become student advocates. Topics such as a poverty simulation, trauma informed classrooms, and strategies to promote social and emotional well-being will be the focus.</p> <p>Principal and guidance department will establish time in the day for guided study hall assignments where teachers and/or teacher assistants are assigned a small group of</p>	<p>Faculty and staff participate in professional development activities and are supported in implementing strategies. (Ongoing)</p> <p>All students have student advocates or champions – known adults who are connected with them and supporting relationships.</p> <p>When asked, students share that they have trusted adults at school to whom they can go to for help, and that they know about and are comfortable accessing school resources that are available to help them.</p>	<p>Time and space will be needed to conduct professional development activities and professional development presenters.</p> <p>Time will be needed to provide training and coaching on the expectations for guided study hall, as well as time to meet periodically and review progress.</p> <p>Time and funding will be needed to secure guest</p>

Priority 1: Motivating Students to Learn

	<p>students targeted for the additional guidance and support</p> <p>District and school leaders will seek additional student supports through community, university, and other partnerships to provide students with social and emotional supports, mental health services, and family supports.</p> <p>Teachers will be encouraged to use conversation starters or bell ringer activities to provide opportunities for students to share and connect with each other to promote communication and healthy relationships. Interested teachers will be given time to collaborate on ideas and brief activities that can be shared at faculty meetings and through email for others to use.</p>	<p>Guided study halls are created for students needing additional supports during the day. An adult connects with them to build relationships, check in on school work, coach them on study skills and other areas of need. (September)</p> <p>The district has mental health services through a partnership with the county clinic available for students who qualify.</p> <p>High school students are able to hear from guest speakers on topics that support social and emotional learning and mental health.</p> <p>When asked, students will share that there are regular opportunities for them to talk with peers and teachers. Teachers feel supported with resources and time to engage in these activities.</p>	<p>speakers and partnerships with community agencies.</p> <p>A group of teachers will need time to develop ideas and examples that can be shared with colleagues to promote build relationships through student conversations promoting social and emotional well-being.</p>
<p>Increase programming and course options that are meaningful and relevant to students.</p>	<p>School teams will develop programming for study skills, workshops, and other mini-courses to support students in areas of social-emotional learning, soft skills, and personal development.</p> <p>District and school teams will meet to explore ways to increase the variety and number of elective classes, alternatives for course</p>	<p>A study skills course is implemented for grade 8 students.</p> <p>Workshops are provided for high school students on such topics as How to Cope with Stress, 7 Habits for Highly Effective Teens, and others to promote personal development.</p> <p>Students participating in CTE programs through CA-BOCES will be able to earn</p>	<p>Time will be needed for a group of teachers and school leaders to plan additional programming and develop new course opportunities.</p>

Priority 1: Motivating Students to Learn

	<p>sequences and alternative options, more hands-on and engaging courses, such as STEM and CTE options, and opportunities to expand the CDOS Credential as an option for all high school students.</p>	<p>a CDOS credential. Additional opportunities for students to participate in Work-Based Learning resulting in a CDOS credential through high school programming is under development.</p> <p>Recommendations for new or modified course options will be shared with district leaders in order to support their development and implementation.</p>	
<p>Promote family connections to strengthen relationships with students and families.</p>	<p>The district will hire a Family Engagement Coordinator to provide school and district wide parent/family engagement opportunities, such as workshops, resources, and classes. This person will coordinate with other support personnel and agencies to collaborate on and strengthen family outreach and engagement.</p> <p>The district will poll families for areas of interest and needs that will be developed into workshops, resources, and classes (ex. Evening computer class, parenting workshop, etc.)</p> <p>School leaders, teachers, and the Family Engagement Coordinator will meet to plan evening events that showcase student work, provide</p>	<p>The district will offer opportunities for parents to engage in workshops, resources, and classes with at least one in-person session per quarter, as well as online (ParentSquare and website) resources and individual contacts with families requesting assistance.</p> <p>Participation in classes, workshops, and afternoon/evening programs will be tracked to share with school and district leaders for ongoing planning purposes.</p> <p>At least two evening events for families will be coordinated by the Family Engagement Coordinator.</p> <p>There will be an increase in registration (account set up) and use of tools available for parents to access school information and communicate with</p>	<p>Family Engagement Coordinator will need to be hired and have a workspace assigned.</p> <p>Funding will be necessary to support workshops, resources, and classes, including program space and activity materials.</p>

Priority 1: Motivating Students to Learn

	parenting topics, or otherwise engage families on supporting their child's learning.	teachers, including ParentSquare and the eSD Parent Portal. (Monthly Review)	
Maintain a process for continuous improvement through the work of an ongoing DCIP committee.	A DCIP committee, consisting of teacher leaders, principals, and district leaders will meet monthly to review progress on the DCIP plan, prioritize next steps, facilitate the implementation process, and communicate with school, district, and family/community stakeholders on these initiatives and those within the CID support plan.	<p>The DCIP is developed into a monthly action plan that is used to set the agenda for monthly meetings with the committee.</p> <p>Progress on DCIP activities is shared with the superintendent through meeting minutes, initiative highlights or presentations monthly.</p>	Time will be needed for the DCIP committee members to meet regularly.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- A positive and welcoming orientation was provided for all students entering the Olean High School at the start of the 2021-22 school year.
- Teachers report an increase in student engagement, as observed by class participation and assignment completion.
- 60% of students are attending school with 0-4% of days absent and fewer than 20% of students are chronically absent at a rate of 10% or more enrolled school days.
- 80% of parents are regularly accessing ParentSquare for class and school updates; and 60% of parents are accessing their students' information in the Parent Portal.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Monitoring Progress of All Students using Predictive Indicators
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>As a district Guiding Principle, we have a commitment to fostering continuous improvement. It is essential to review and take action on data available that has been shown to predict successful outcomes for students. In order to support all students, including those at the secondary level with disabilities, under-credited students, and those at-risk of dropping out of school, this priority will focus on alerting school level teams to students whose attendance, behavior, and course performance are at levels that place them at risk.</p> <p>Helping students re-acclimate to full in-person instruction and being responsive to areas in which they need support is critical to their feeling connected to school, that school is relevant, and that they belong (Priority #1). We need to more clearly and consistently use data to identify students who need assistance. Working with collaborative teams to monitor student progress will support the most appropriate, responsive, and impactful interventions (Priority #3).</p> <p>Creating a system and process for collaborative team planning will assist the entire school community in supporting students who are at-risk. These actions to make better use of data connects with the goals and activities of the district's CID support plan to help create better outcomes for students with disabilities and for all students who may have at-risk indicators.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop Early Warning System structures and procedures.	<p>Integrated School Level Team (ISLT) will participate in professional development to review Early Warning System research, implementation guides, and best practices.</p> <p>ISLT will develop system for integrating data into monthly reports for analysis using primary predictive indicators: attendance, behavior, course performance.</p> <p>ISLT will design "Focus List" criteria to determine which students would benefit from Tier 2 or Tier 3 interventions.</p> <p>ISLT and MTSS teams will develop a Resource Map with a menu of interventions (see Priority 3).</p>	<p>ISLT is established and consists of school leaders, district data coordinator, counselors, teacher leaders, and school partners (home school liaison, etc.)</p> <p>A written plan outlining the procedures and schedules for preparing the data summary reports and Focus List will be developed by the team. (August)</p> <p>The ISLT will begin gathering information on existing interventions and coordinate plans with the MTSS framework efforts. (September)</p> <p>Data meeting protocols will be initially drafted by the team for use with the initial pilot group. (September)</p>	Time will be needed for the ISLT members to participate in professional development and meet to design the written plan and protocols.
Utilize collaborative Data Teams.	School and district leaders will establish Ad Hoc Teams, Integrated School Level Team, and Distributed	The ISLT will facilitate a pilot of these data protocols with department chairs	Time will be needed for the teachers and administrators to

Priority 2: Monitoring Progress of All Students Using Predictive Indicators

	<p>Teacher Teams (grade and department based teams).</p> <p>Teachers will participate in professional development on data meeting protocols.</p> <p>School and district leaders will facilitate Distributed Teacher Teams through grade level and department meetings, beginning with a pilot group in October and expanding to Grade 9 in December and Grades 8, 11, and 12 in March.</p>	<p>in October, resulting in an action plan for students on the Focus List.</p> <p>The ISLT will facilitate the implementation of data protocols with Grade 9 teachers in December and remaining grades in March. Each student on the Focus List will have an action plan in place to identify interventions to address their EWS risk indicator(s).</p>	<p>participate in professional development and data meetings.</p>
<p>Maintain processes needed to monitor, review, and improve the Early Warning System.</p>	<p>School and district leaders will provide ongoing professional development and coaching based on feedback from teachers and data collected by the IST.</p> <p>Teachers will engage in professional development and coaching to support implementation of best practices, such as visual displays, student voice, report card conferences, and celebrations.</p> <p>The ISLT will use data to conduct intervention reviews to determine interventions with the most positive results and any to modify or discontinue. Identify areas of need not yet addressed and develop strategies to address.</p>	<p>Participating teachers will share feedback in department and faculty meetings to assist in improving the process. (Monthly)</p> <p>School and district leaders will meet to review action plans for students and coordinate plans for supporting teachers with professional development, coaching, or other supports as needed. (Ongoing)</p> <p>The ISLT and MTSS teams will share updates monthly and meet quarterly to coordinate efforts.</p> <p>A summary of Focus List student data, interventions, and initiative progress will be presented to the superintendent monthly.</p>	<p>Time will be needed for the ISLT members to meet to review the Early Warning System and plan for ongoing improvement.</p> <p>Time will be needed for teachers to engage in professional development.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Early Warning System and data meetings are held monthly to review Focus Students. Metrics on the number of students in need of supports are monitored and tracked to ensure that systems are in place to reduce the number of students needing Tier 2 and Tier 3 interventions in the areas of attendance, behavior, and course performance.
- Students who are at-risk based on the Early Warning System indicators are identified and receiving Tier 2 and Tier 3 interventions as needed. Their progress and the success of the interventions are reviewed monthly to support increased achievement and reduced risk factors.
- School and district teams analyze data from the Early Warning System along with additional data, including state assessments and graduation completion rates, to ensure that systems are in place to support improved performance on accountability indicators.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Providing School-Wide Preventative, Targeted, and Intensive (Tiered) Interventions</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Mission/Vision Statement of the Olean City School District emphasizes that our district strives to be a student-centered community of excellence in which all members are challenged to learn, achieve, contribute, and innovate. As a district Guiding Principle, we are committed to fostering student potential and achievement. In order to equitably meet the needs of ALL students, we need to be more responsive to students and alleviate challenges by providing the interventions and supports to help students succeed.</p> <p>Linked to Priority #2, the District recognizes areas of need for some students in the areas of attendance, academics, and graduation outcomes. These are among the areas in which secondary students with disabilities have been identified through accountability measures, but are also areas in which other students experience difficulties with as well. Identifying gaps in intervention services and integrating a Multi-Tiered System of Supports (MTSS) with the Early Warning System will provide direct supports to students and data to monitor and adjust as needed to ensure that students are provided instruction and supports to address their needs.</p> <p>This priority connects to other commitments and district initiatives to expand AIS services and to provide additional summer school, after school, and other program opportunities. Having appropriate interventions in place will support all students at the level needed, supporting an equitable system to help all students achieve. When students' needs are better met, they exhibit fewer at-risk indicators and experience the confidence and motivation to challenge themselves to learn and achieve, making this priority interconnected with both Priorities #1 and #2 and in service to the District's Mission/Vision.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish MTSS framework for the Olean High School.	<p>District, school, and teacher leaders will participate in professional development and coaching with Ali Hearn Coaching and Consulting to develop the MTSS framework.</p> <p>The district will begin to develop a Resource Map within the MTSS plan that identifies interventions and procedures used to help plan for appropriate identification and delivery of interventions at Tier 1 (School-Wide Preventative), Tier 2 (Targeted), and Tier 3 (Intensive) levels.</p> <p>A school team will meet with the ISLT (Priority 2) to coordinate the EWS and MTSS procedures for data teams and implementation of interventions.</p>	<p>Participants will share that professional development has been positive and productive in the establishment of the MTSS framework. (September)</p> <p>The MTSS framework is shared with all school and district leaders for discussion and collaboration for vertical alignment and use of shared resources. (October)</p>	<p>Funding will be needed for work with Ali Hearn Coaching and Consulting.</p> <p>Time will be needed for individuals to meet together to develop the MTSS framework.</p>

Priority 3: Providing School-Wide Preventative, Targeted, and Intensive (Tiered) Interventions

<p>Conduct an intervention inventory and prioritize needs for intervention development – where to focus efforts next.</p>	<p>The principal will coordinate the collection of information on existing interventions and meet with district leaders to add to the MTSS Resource Map.</p> <p>Teacher, school, and district leaders will work with the consultant to identify success indicators and to prioritize areas of need.</p> <p>The team will contribute to the development of protocols, such as criteria for entry and exit to various interventions on the Resource Map.</p> <p>The principal and district leaders will coordinate the development of expanded school day AIS, Guided Study Hall, after school tutoring, and other opportunities for interventions during the school day, after school, and in the summer.</p> <p>The district will seek to increase providers, such as a social worker, behavior specialist, counseling services, and mental health therapist to provide resources and expertise to support the MTSS process.</p>	<p>The MTSS Resource Map is created (September) and refined quarterly. It is shared through faculty meetings and used by ISLT and MTSS teams for action planning.</p> <p>One or two interventions will be identified as priorities for creation/modification at a time. As professional development, implementation, and coaching on these interventions have resulted in positive results, the team will select new priorities to focus efforts on. (Monthly review)</p> <p>New providers are secured at the earliest opportunity and become members of the ISLT and MTSS teams as appropriate.</p>	<p>Funding will be needed for the MTSS team to complete the intervention inventory and develop the Resource Map and protocols.</p> <p>Funding will be needed to expand services (AIS, Guided Study Hall, tutoring, social worker, behavior specialist, etc.)</p>
<p>Implement intervention plans.</p>	<p>The team will select and implement interventions based on priority needs, with professional</p>	<p>Teachers providing interventions will receive professional development. This will include existing interventions</p>	<p>Time and funds will be needed to provide</p>

Priority 3: Providing School-Wide Preventative, Targeted, and Intensive (Tiered) Interventions

	<p>development and coaching support on 1-2 priority interventions identified by the team.</p> <p>Distributed Teacher Teams (see Priority 2) will utilize the Early Warning System Intervention Action Planning Protocol Worksheet to plan for students' needs during data meetings and meet to review them regularly.</p>	<p>as needed, as well as those introduced and developed to meet priority needs.</p> <p>School and district leaders will review students' action plans with teachers and monitor student progress. (Ongoing)</p>	<p>professional development on interventions.</p>
<p>Monitor, review, and improve MTSS system in accordance with students' needs.</p>	<p>With the support of the consultant, the ISLT and EWS teams will meet monthly to review progress and make recommendations for enhancements/modifications in the MTSS system to make sure that critical features are in place and working properly. The recommendations will then be implemented by the applicable team/individuals.</p>	<p>Monthly team meetings will be held beginning in September. Updates from these meetings will be communicated through faculty meetings to inform teachers of improvement areas.</p> <p>School and district leaders will collaborate with administrators from other school buildings during coaching sessions with the consultant to build continuity and focus for the greatest impact for students.</p> <p>A summary of MTSS activity (students in each tier, number of students entering or exiting interventions, and system updates will be presented to the superintendent on a quarterly basis.</p>	<p>Funding will be needed for work with Ali Hearn Coaching and Consulting.</p> <p>Time will be needed for individuals to meet together to collaborate on the MTSS framework.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- An MTSS framework, Resource Map, and related protocols and resources are developed and implemented at the Olean High school. A team of teachers, school, and district leaders work with a consultant through professional development, coaching, implementation, and review to focus on students' needs and continuous improvement of the system. Metrics on the number of students in need of supports are monitored and tracked to ensure that systems are in place to reduce the number of students needing Tier 2 and Tier 3 interventions in the areas of attendance, behavior, and course performance.
- Students who are at-risk based on the Early Warning System indicators are identified and receiving Tier 2 and Tier 3 interventions as needed. Their progress and the success of the interventions are reviewed monthly to support increased achievement and reduced risk factors.

Our Team's Process

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Jeffrey Andreano	Principal	Olean High School
Larena Attwell	Parent	
Amy Bay	Teacher	Olean High School
Maria Brooks	Teacher	Olean High School
Savannah Fields	Parent	
Dan Freeman	Teacher	Olean High School
Marcella Johnson	Director of Special Education	
Jennifer Kless	Coordinator of Curriculum and Instruction	
Jennifer Mahar	District Coordinator of State and Federal Aid Programs	
Rick Moore	Superintendent	
Melanie Napoleon	Teacher	Olean High School
Ryan Nawrot	Teacher	Olean High School

Our Team's Process

Marie Rakus	Teacher	Olean High School
Kristine Ring	Teacher	Olean High School
Christine Stavish	Teacher	Olean High School
Kathryn Tambash	Parent	
Katie Wolfgang	Teacher	Olean High School

Meeting Dates

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

Meeting Date	Location
May 5, 2021	Professional Learning Center
June 22, 2021	Board of Education Conference Room
July 7, 2021	Superintendent's Office
July 8, 2021	Professional Learning Center
July 14, 2021	Professional Learning Center
July 15, 2021	Phone Conferences
July 19, 2021	Professional Learning Center/Microsoft Teams
July 21, 2021	Professional Learning Center

Submission Assurances

Directions

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

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

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