



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Olean City School District	Dr. Genelle Morris

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Strengthening Culture and Building Community
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 2022-23?	Strengthening Culture and Building Community
<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. As we returned to in-person learning in 2021-22, engagement continued to be an area of focus for improvement.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Promote a positive school wide culture and sense of community.	A building wide book study on The Energy Bus will provide a focus on positive energy and working together as a team. The assistant principal will facilitate book discussions and team building activities.	Book study activities will be lead through faculty and staff meetings. Teams will generate and implement ideas to extend the message throughout the building.	Funding will be needed to purchase copies of the book; time during meetings to complete activities.
Introduce and support restorative practices.	<p>Teachers, other school staff, and school and district leaders will be encouraged to participate in community building circles focused on establishing values, building trust, and creating a sense of belonging.</p> <p>Opportunities for professional development on restorative practices will be offered throughout the year, along with additional resources and coaching support for those who begin to use community building circles with students or to implement other strategies focused on creating a culture of care.</p>	<p>Community building circles will be used to create collaborative and engaging spaces to communicate as a group for various purposes.</p> <p>Professional development and coaching opportunities will be offered and tracked to review for planning and support.</p> <p>A school level team will meet monthly to review progress and identify ways to further support this work.</p>	<p>Funding will be needed for teacher and leader coaching work with Ali Hearn Coaching and Consulting.</p> <p>Time will be needed for individuals to participate in professional development, coaching, planning and monitoring meetings, and school visits.</p>

Priority 1

	School and district teams will integrate restorative practices and social-emotional learning competencies within the district's MTSS framework.	A group of teachers and leaders will engage conversations with other schools in the region to learn about their experiences designing and implementing restorative practices in their high school programs.	
Provide peer mentoring opportunities for students.	The Special Education Department will continue to lead the implementation of the Best Buddies peer mentoring program, which is preparing to launch in the Fall 2022.	<p>Best Buddies program will complete the orientation and training portion of setting up a new chapter for students at OIMS and OHS during the summer of 2022.</p> <p>Student leaders and staff advisors will work with Best Buddies International to hold regular social activities and foster friendships between buddy pairs - students with and without intellectual and developmental disabilities.</p>	Funding will be needed for membership and training in the Best Buddies program, as well as for program activities and staff time.

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 2022-23 school year.

- A positive and welcoming orientation and community-building experiences throughout the year are provided for all students at the Olean High School during the 2022-23 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% of 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 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Monitoring Progress of All Students Using Predictive Indicators

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.

Helping students fully engage in school 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).

The strategies in this priority build on the progress achieved in the 2021-22 school year to continue developing 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Enhance and expand Early Warning System protocols and procedures.	<p>Integrated School Level Team (ISLT) will expand the scope of the Early Warning System and enhance protocols to efficiently review data and generate a Focus List of students for whom Tier 2 or Tier 3 interventions may be needed.</p> <p>Members of the ISLT will participated in Adaptive Schools professional learning to support work in developing meeting protocols and meeting facilitation.</p>	<p>ISLT will continue to meet every 5 weeks to review Early Warning System data and increase to the full student population for grades 8-12.</p> <p>The team will establish a schedule, protocols, and summary reports to be used at 5 week and marking period reviews.</p> <p>ISLT will complete professional learning and integrate strategies and protocols to improve effectiveness of meetings.</p>	Scheduling of ISLT meetings; additional clerical support to assist with data preparation; Adaptive Schools training with Erie 1 BOCES
Establish grade level data teams.	<p>Members of the ISLT will orient the high school faculty to the Early Warning System and ISLT process and introduce meeting protocols for Grade Level Teams (GLT) that will occur monthly.</p> <p>As a result of GLT meetings, teams will have information about identified student needs and</p>	<p>Agenda for October staff meeting will include an introduction to ISLT and GLT. Agendas for meetings from November through June will include GLT sessions.</p> <p>GLT participants will share meeting summaries and recommendations with the ISLT to reflect additional measures that they have planned to help support students.</p>	Scheduling of GLT meetings and time to prepare Focus List reports

Priority 2

	assigned interventions through the MTSS process. They will also have collaborative time to discuss how best to support at-risk students throughout the school day.		
Maintain processes needed to monitor, review, and improve the Early Warning System.	<p>School and district leaders will provide ongoing professional learning and support based on feedback from teachers and data collected by the ISLT.</p> <p>Professional learning for the ISLT and GLT will include understanding how the Early Warning System data is integrated with the MTSS framework. Strategies for implementing best practices using data, such as visual displays, student voice, report card conferences, and celebrations will be shared with faculty.</p>	<p>Feedback from GLT members will be collected through a survey each quarter as well as informally and reviewed by the ISLT to make improvements to the process.</p> <p>ISLT and MTSS teams will share monthly updates and meet quarterly to coordinate efforts.</p> <p>A summary of Focus List student data, student support map, and initiative progress will be presented to the superintendent quarterly.</p>	Scheduling of ISLT and MTSS meetings and time to plan for ongoing improvement; time for teachers engaging in professional learning and/or collaborative planning around data strategies

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 2022-23 school year.

- Early Warning System and data meetings are held on 5 week cycles to review student data and identify those in need of additional supports. 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 regularly 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

What will we prioritize to extend success in 2022-23?	Providing School-Wide Preventative, Targeted, and Intensive (Tiered) Interventions
<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 extends the progress from 2021-2022 and connects to other commitments and district initiatives to expand AIS services, credit recovery, 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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement preventative (Tier 1) measures in the areas of attendance and behavior.	<p>An attendance team will review current protocols for monitoring attendance, as well as interventions and supports currently available. School administrators will work with this team to review the Attendance Works and other national models for best practices to create and implement an action plan with preventative strategies.</p> <p>School administrators will stay connected with the work of the MTSS-I grant activities in Grades P-7 in order to create a system for establishing behavioral expectations at the high school that is aligned with plans for the other schools in the district. This work will also be supported with that of Priority 1 for restorative practices.</p>	<p>Attendance data is improving with more students at 0-4% absences and fewer students at-risk at 5-9% or at chronic absenteeism levels of 10% or greater.</p> <p>Preventative attendance measures identified in the action plan are in place with adjustments as needed with each data review cycle.</p> <p>Strategies to establish behavioral expectations result in a reduction of office discipline referrals and positive feedback from students, families, and staff.</p>	Time will be needed for individuals to participate in attendance team meetings for data review; funding will be needed for teacher and leader coaching work on Tier 1 behavioral expectations with Ali Hearn Coaching and Consulting.

Priority 3

Design targeted (Tier 2) interventions for academic intervention and support.	<p>High school administrators will review the academic intervention model and make adjustments to meet the needs of students at-risk of academic failure. This involves scheduling assignments and instructional planning with teachers as well as monitoring of academic performance.</p> <p>High school administrators will develop and implement a credit recovery program to identify students who would benefit from a credit recovery model to ensure that they are able to successfully receive course credit and are prepared to take summative course assessments.</p>	<p>Students who are in need of academic intervention are identified and receiving AIS services. The academic performance of these students is reviewed by school administrators on a 5 week cycle.</p> <p>A system of credit recovery at the unit and course level is implemented and students are successfully recovering credit to keep them on track for graduation.</p>	Time for planning and collaboration and scheduling of AIS assignments and credit recovery program development; staffing for the credit recovery program
Strengthen school-based student supports and utilize community partnerships to provide targeted (Tier 2) interventions for attendance and behavior.	<p>A high school team of teachers, school/district leaders, and other school staff will continue the development of the high school's student support map to use Early Warning System data to identify and implement additional supports needed at Tier 2 in the areas of attendance and behavior.</p> <p>Teachers, other school staff, and administrators will receive coaching and support through professional learning with a consultant on strengthening the high school's MTSS framework by identifying needs for interventions focused on</p>	<p>The student support map is updated regularly and programs and services are added in response to identified needs in the areas of attendance and behavior. The criteria and protocols to identify, assign, and monitor interventions are defined and reviewed with teachers and other school staff.</p> <p>The school team collaborates with community partnerships to provide supports for students in the areas of attendance and behavior. These are identified on the student support map.</p>	Time for planning and collaboration; funding will be needed for teacher and leader coaching work on strengthening the MTSS framework with Ali Hearn Coaching and Consulting.

Priority 3

	attendance and behavior, utilizing community partnerships, and monitoring the progress of these efforts.		
Identify and implement additional interventions to address risk factors at targeted (Tier 2) and intensive (Tier 3) levels.	A high school team of teachers, school/district leaders, and other school staff will continue the development of the high school's student support map to identify additional interventions needed at Tier 2 and Tier 3. This work will be in alignment with the work within the MTSS-I grant activities in Grades P-7.	Identified needs at Tier 2 and Tier 3 have an action plan developed and implemented to address them. This progress is reviewed during team meetings with the consultant.	Funding will be needed for teacher and leader coaching work on strengthening the MTSS framework with Ali Hearn Coaching and Consulting.
Monitor, review, and improve MTSS system in accordance with students' needs.	School and district leaders will continue work with the consultant to review all aspects of the MTSS framework, review school wide data, and identify action steps for continued growth.	Attendance, behavior, and course performance at the high school is improved.	Funding will be needed for teacher and leader coaching work on strengthening the MTSS framework with Ali Hearn Coaching and Consulting.

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 2022-23 school year.

- An MTSS framework, student support map, and related protocols and resources are 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 regularly to support increased achievement and reduced risk factors.

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
Amy Bay	Teacher	Olean High School
Brian Cross	Parent	
Carolyn Crosson	School Psychologist	Olean High School
Maureen DiCerbo	Parent/Assistant Principal	Olean Intermediate-Middle School
Laura Hodara	Assistant Principal	Olean High School
Marcella Johnson	Director of Special Education	
Laura Kopec	Teacher	Olean High School
Jennifer Mahar	District Coordinator of State and Federal Aid Programs	
Jillian Putnam	CA-BOCES Coordinator of Professional Development	
Marie Rakus	Teacher	Olean High School

Our Team's Process

Kristine Ring	Teacher	Olean High School
Sheila Spears	Parent	
Matthew Threehouse	Counselor	Olean High School
Stephanie Vogel	Parent	
Sara Williams	Parent/Secretary	Olean High School
Katie Wolfgang	Teacher	Olean High School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
May 6, 2022	Zoom Video-Conference
July 5, 2022	Principal's Office
July 11, 2022	OHS Conference Room
July 12, 2022	OCSD Board of Education Conference Room
July 12-13, 2022	Phone Conferences

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 August 1, 2022, 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).