District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Olean City School District	Dr. Genelle Morris

2025-26 Summary of Priorities

1	**Fostering a Safe, Inclusive, and Supportive School Community**
2	**Empowering Through Support and Connection**
3	**Enhancing Core Instruction for Student Achievement**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2025-26?	Fostering a Safe, Inclusive, and Supportive School Community
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?*	The Olean City School District is committed to fostering a safe, inclusive, and supportive school community where every student, family, and staff member feels valued and respected. This priority is rooted in our belief that a positive school climate is essential for academic success, personal growth, and community well-being. By focusing on equitable experiences and meaningful engagement, we aim to create an environment where all students feel a strong sense of belonging and are empowered to thrive. To bring this vision to life, we will implement practices that promote connection, understanding, and opportunity. This includes inviting guest speakers, offering professional learning and book studies, and expanding positive behavioral interventions that help students build relationships and interpersonal skills. We will also create clear pathways for student success, both academically and socially. For students in the Black subgroup, we recognize the importance of fostering a school culture that not only celebrates diversity and promotes inclusion, but also ensures that students feel seen, heard, and genuinely understood. Our goal is to create positive and meaningful experiences where every student feels valued for who they are and supported in ways that reflect their unique identities and needs. This work directly supports our mission to be a student-centered community of excellence and reflects our vision of upholding high standards, embracing diversity, and preparing students to be future-ready. By reviewing our practices, listening to our community, and using data to guide our efforts, we will continue to grow as a district that values every voice and supports every learner. Through this priority, we reaffirm our commitment to equity, safety, and a culture of care for all.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
1. Implement Inclusive Learning Opportunities	Invite guest speakers and offer professional learning sessions and book studies that promote cultural awareness, empathy, and understanding among students and staff. Establish diversity clubs at the elementary and middle school levels modeled after the program at Olean High School.	Professional learning time Presenter fees Books and resources Planning time
2. Strengthen Positive Behavioral Supports	Expand the use of Positive Behavioral Interventions and Supports (PBIS) to encourage respectful behavior, build interpersonal skills, and create a more supportive school climate.	SEB committee time Professional learning time
3. Create Clear Pathways for Student Success	Develop academic and social-emotional pathways that help students set goals, track progress, and access the support they need to thrive. Provide and promote student leadership opportunities.	Planning time Professional learning time
4. Celebrate Diversity and Foster Belonging	Design school-wide activities and classroom practices that affirm students' identities and ensure all students, especially those in the Black subgroup, feel seen, heard, and understood.	Educational resources Planning time
5. Enhance Family and Community Engagement	Host inclusive events and forums that invite families to connect with schools, share their perspectives, and access resources that support student success.	Staffing for after-hours events Presenter fees Meal/refreshment costs
6. Review and Refine Practices for Equity	Regularly examine school policies, procedures, and data to identify and address inequities, ensuring fair and supportive experiences for all students.	DCIP committee planning time Leadership team time
7. Use Data and Feedback to Drive Improvement	Collect and analyze data from surveys, roundtables, and other feedback tools to inform decisions and make visible, responsive changes that reflect community voices.	Contractual fees for surveys Professional learning time Presenter fees Planning time Data team/faculty meeting time

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
Increase in attendance and decrease in behavior referrals throughout the district. Participation by students, staff, and families in activities and events. Improvements on baseline survey results.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Increase in attendance overall and at each quarter as compared to the previous year.	Quarters: November, January, April, June Overall Year	
Decrease in the number of office discipline referrals overall and at each quarter as compared to the previous year.	Quarters: November, January, April, June Overall Year	
Increase in participation in extracurricular activities as compared to the previous year.	Seasons: Fall, Winter, Spring Overall Year	
Establish baseline and report data on participation in programs and events for students, staff, and families.	Quarters: Fall, Winter, Spring, Summer Overall Year	
Improvement in student, staff, and family surveys as compared to the previous year.	Spring	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?	Empowering Through Support and Connection
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?*	The Olean City School District is dedicated to empowering students through a comprehensive system of support and meaningful connection. This priority focuses on expanding resources, interventions, and assistance to address students' academic, social-emotional, behavioral, and enrichment needs. By promoting regular school attendance, encouraging future aspirations, and supporting extracurricular involvement, we aim to nurture the whole child. Strengthening communication and transparency with students, families, and staff is central to this effort, ensuring that everyone feels informed, valued, and engaged in the educational process. A key component of this work is the continued development and implementation of a robust Multi-Tiered System of Supports (MTSS), which allows us to respond effectively to student needs with timely and targeted interventions. To better support students in the Black subgroup and their families, we are committed to creating more opportunities for collaboration and engagement. This includes hosting inclusive school events, offering accessible supports, and actively listening through surveys, roundtable discussions, and other feedback channels. These efforts will be followed by visible, actionable responses to build trust and foster a stronger sense of belonging. This priority directly supports our mission to be a student-centered community of excellence and aligns with our strategic goals: creating a positive culture, maximizing success for all, using data to drive decisions, providing enriching learning experiences, and engaging families and the community. By focusing on support and outreach, we are building a foundation where every student can thrive, every voice is heard, and every family feels connected to the success of our schools.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
1. Strengthen MTSS Understanding and Implementation	Provide foundational training for staff on the Multi-Tiered System of Supports (MTSS), with a focus on equity, access, and clarity around the tiers of support. This includes professional learning on evidence-based instructional strategies, differentiation, behavioral supports, and social-emotional learning to ensure all students receive the right support at the right time.	Professional learning time Presenter fees Data team time Advisory committee time
2. Use Data to Drive Responsive Decision-Making	Guide educators and administrators in using universal screeners, early warning system data, progress monitoring tools, and data analysis to inform instruction and interventions. This data-driven approach ensures timely, targeted support and helps identify trends and gaps in student achievement and well-being.	Professional learning time Collaboration/planning time Data team/faculty meeting time Data system platform fees Presenter fees
3. Build Collaborative MTSS Teams	Model and support effective MTSS teaming structures that promote collaboration among teachers, specialists, and families. These teams will meet regularly to review student data, coordinate interventions, and ensure consistent communication and shared responsibility for student success.	Professional learning time Collaboration/planning time Data team/faculty meeting time MTSS platform fees
4. Increase Family Engagement and Outreach	Host inclusive school events and create opportunities for families, especially those in the Black subgroup, to engage with schools, access resources, and share their voices through surveys, roundtables, and feedback sessions. Support families in connecting with community organizations that partner with schools to promote student success. Follow up with visible, actionable responses to build trust and strengthen school-family partnerships.	Staffing for after-hours events Presenter fees Meal/refreshment costs Childcare Transportation Program resources

5. Ensure Fidelity and Sustainability of Supports	Develop and monitor implementation fidelity measures to ensure consistency and quality across all support systems. Commit to building a long-term infrastructure that supports sustainable practices, continuous improvement, and a culture of support and connection for every student.	DCIP committee planning time Leadership team time

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
Professional learning on MTSS embedded throughout Integrated School Level Teams. Monthly school level data/MTSS teams and quartering district level data/MTSS teams. Established baseline and quarterly reporting of students receiving Tier 2 and Tier 3 supports. Decrease in the number of RTI/SST student meetings. Participation by students, staff, and families in activities and events.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Increase in attendance overall and at each quarter as compared to the previous year.	Quarters: November, January, April, June Overall Year	
Decrease in the number of office discipline referrals overall and at each quarter as compared to the previous year.	Quarters: November, January, April, June Overall Year	
Increase in participation in extracurricular activities as compared to the previous year.	Seasons: Fall, Winter, Spring Overall Year	

Priority 2

Establish baseline and review trends in Year 1 reporting of Tier 2 and Tier 3 supports.	Quarters: November, January, April, June Overall Year	
Decrease in the number of RTI/SST student meetings as compared to the previous year.	Quarters: November, January, April, June Overall Year	
Data/MTSS meeting reports summarize school and district level review of data and team-initiated problem-solving process to define areas to address, develop solution plans, and monitor outcomes.	Monthly (September-June) Quarters: November, January, April, June Overall Year	
Collection of teacher and staff feedback on MTSS professional learning and meeting procedures to continue to strengthen foundational knowledge/skills and improve student outcomes.	Quarters: November, January, April, June Overall Year	
Improvement in student, staff, and family surveys as compared to the previous year.	Spring	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?	Enhancing Core Instruction for Student Achievement
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?*	The Olean City School District is committed to enhancing core instruction in English Language Arts and Mathematics to ensure all students are equipped with the foundational skills necessary for lifelong success. This priority is driven by the need to improve academic performance, particularly in the elementary and middle grades, where strong literacy and numeracy skills are essential. By implementing new, high-quality curriculum materials, providing targeted professional learning for teachers, and strengthening communication with families, the district aims to create a more cohesive and effective instructional experience for every student. To support this effort, the district is also investing in robust systems for data tracking and fidelity monitoring. These systems will help instructional leaders and educators make informed decisions, adjust practices as needed, and ensure that interventions and supports are delivered consistently and effectively. Special attention will be given to students in the Black subgroup, whose achievement and growth will be closely monitored. School teams will collaborate to identify and implement strategies that address specific learning needs, with the goal of increasing test scores and closing achievement gaps. This priority reflects the district's mission to be a student-centered community of excellence where all members are challenged to learn, achieve, contribute, and innovate. By focusing on instructional quality and equity, the district is taking meaningful steps to ensure that every student—regardless of background—has access to rigorous learning opportunities and the support needed to thrive. Through this work, Olean City School District reaffirms its commitment to academic excellence, inclusivity, and continuous improvement.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
1. Deepen Implementation of New ELA Curriculum (Year 2, Grades K–8	Continue building teacher capacity and instructional consistency through targeted professional development, collaborative planning, and classroom coaching to ensure high-quality delivery of the new ELA curriculum. Broaden literature selections to include more culturally diverse voices and perspectives.	Curriculum materials Curriculum subscriptions Professional learning time Presenter/coach fees Literature Collaboration/planning time
2. Launch and Support New Math Curriculum (Year 1, Grades 4–5)	Provide comprehensive training and ongoing support for teachers in grades 4 and 5 to ensure a strong start to the new mathematics curriculum, with a focus on conceptual understanding, problem-solving, and student engagement.	Curriculum materials Curriculum subscriptions Professional learning time Presenter/coach fees Literature Collaboration/planning time
3. Strengthen Data-Driven Instruction	Enhance systems for tracking student progress in both ELA and Math using formative assessments, benchmark data, and classroom observations. Use this data to inform instruction, adjust pacing, and identify students in need of additional support.	Professional learning time Collaboration/planning time Leadership team time
4. Monitor Equity and Achievement for the Black Subgroup	Closely monitor academic growth and achievement of students in the Black subgroup. Instructional leaders and school teams will use disaggregated data to identify trends, implement targeted supports, and adjust strategies to close achievement gaps.	Professional learning time Collaboration/planning time Leadership team time Data team time
5. Increase Family Communication and Engagement	Strengthen communication with families about curriculum goals, student progress, and ways to support learning at home. Offer family workshops, newsletters, and digital tools to keep families informed and involved. Offer family workshops on how to navigate	Professional learning time Collaboration/planning time Leadership team time Presenter fees

	and use district technology platforms, including ParentSquare and the Parent Portal.	
6. Ensure Fidelity of Curriculum Implementation	Establish clear expectations and monitoring tools to ensure that both ELA and Math curricula are implemented with fidelity across classrooms. Use walkthroughs, coaching, and feedback cycles to support continuous improvement.	DCIP committee planning time Leadership team time Collaboration/planning time Consultations with coaches

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
Establish fidelity tools for implementation of new curriculum. Monitor student performance on curriculum-based measures and benchmark assessments. Demonstrate use of disaggregated data and the implementation of targeted supports. Increase engagement in family workshops, newsletters, and digital tools.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Established procedures and reporting for fidelity tools in ELA and math.	ELA – December 2025 Math – March 2026	
Improvement in scores on curriculum-based measures and benchmark assessments.	Curriculum-Based Measures: Reporting Schedule (pending) Benchmark Assessments: Fall, Winter, Spring	

Performance of students is monitored monthly in disaggregated subgroups.	Bi-Monthly: Academics: October, December, February, May, June SEL/Behavior: September, November, January, March, June State Assessments: Summer	
Increase in opportunities and participation in family engagement and communication opportunities.	Quarters: Fall, Winter, Spring, Summer Overall Year	

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)*
Heather Billings	MTSS Counselor	District
Lauren Caya	Grade 3 Teacher	East View Elementary
Joseph Clemons	Parent / Support Staff	OIMS / Olean High School
Richard DiMartino	Assistant Principal	Olean Intermediate-Middle School
Kelsey Eberhard	Coordinator of Exceptional Education PD & Support	CA-BOCES
Jennifer Kless	Director of Curriculum & Instruction	District
Jennifer Mahar	Director of Special Programs	District
Tabitha Martial	Parent	Olean Intermediate-Middle School
Bintou Mouddour	Parent	Olean Intermediate-Middle School
Destiney Portlow	Grade 5 Teacher / Parent	OIMS / Washington West
Cindi Rhoades	Family Engagement Counselor	District
Michelle Robinson	Kindergarten Teacher	Washington West Elementary

Meeting Dates

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

Meeting Date	Location
6/4/2025	OCSD Professional Learning Center
6/10/2025	OCSD Professional Learning Center
6/12/2025	OCSD Professional Learning Center
6/17/2025	OCSD Professional Learning Center
6/25/2025	OCSD 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 posted on the district's website and easily accessible when navigating the website.
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 1, 2025, 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).