



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---------------------------------------|----------------|
| Queensbury Union Free School District | Kyle Gannon |

2021-22 Summary of Priorities

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

| | |
|---|--|
| 1 | Social Emotional Learning and Wellness |
| 2 | Supporting Academic Growth: ELA & Math |
| 3 | Increase Graduation Rate |

PRIORITY I

Our Priority

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|---|--|
| <p>What will we prioritize to extend success in 2021-22?</p> | <p>We will prioritize social and emotional learning / wellness for students to create a warm and welcoming environment where students can thrive.</p> |
| <p>Why is this a priority? <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> | <p>The QUFSD mission statement and BOE goals prioritize wellness and achievement for all students.</p> <p>The COVID-19 pandemic created challenging learning conditions for students. While K-6 students could participate in daily instruction, some opted for fully remote instruction. 7-12 students spent the majority of the year with a hybrid schedule, and the district had two short term COVID related closures. The pandemic created a greater need for social emotional learning and overall wellness.</p> <p>QUFSD began implementing SEL curriculum and activities last year. District and Building SEL committees were established and regularly incorporated activities into the school community. Two surveys were administered- the ESSA climate survey and the ARP funding survey. Social emotional learning and wellness was a top priority for all stakeholders. 51.9% of parents responded that the ‘School provides high quality services to help students with social or emotional needs and 32.9% indicated ‘Don’t know’.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>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.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>WHBI Create a positive classroom environment centered around SEL</p> | <p>SEL daily classroom discussions centered “All Learning is Social Emotional Learning”</p> <p>Weekly class read aloud centered around our weekly SEL topic</p> <p>“Curriculum” calendar for character education for all classrooms to follow</p> <p><i>All About Safety Curriculum</i></p> | <p>Zones of Regulation Daily check ins</p> <p>Analyzing behavior incidents and trends</p> <p>Tracking student involvement/participation through data collection system Tableau</p> <p>Increase building-wide activities and participation</p> | <p>Director of Social Emotional Learning and School Development</p> <p>Utilizing “<i>All Learning is Social Emotional</i>” book</p> <p>SEL Picture Books to align with weekly themes</p> <p>Building-wide SEL schedule of classroom discussions</p> <p>Prevention Education Specialists</p> |
| <p>QES Create a positive classroom and school</p> | <p>SEL daily morning meeting discussion topics</p> | <p>Analyze discipline data and trends for each subgroup</p> | <p>Director of Social Emotional Learning and School Development</p> |

Priority 1

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| <p>environment centered around SEL</p> | <p>Use of common language for problem solving and emotional regulation through the use of: Zone of Regulation Kelso's Choice Behavior Scripts Class Meetings that Matter Superheroes</p> <p>Students will develop positive relationships with staff at school</p> | <p>Direct observation of classroom engagement.</p> <p>Survey grade 3 students</p> | <p>Curricular materials for Zones of Regulation, Kelso's choice and QES Superheroes</p> <p>Professional development for staff</p> <p>Dean of students to implement tier 2 interventions with students</p> |
| <p>QHS Building Wellness Team</p> | <p>The BWT will shift its focus to provide a nurturing environment for all students. For example, activities, safe spaces, and “go-to” people for students (Every student, every teacher). Providing a “calm room” for students.</p> <p>Use of SEL Director to provide PD and support for QHS and students.</p> | <p>Gauging feedback from students following specific events.</p> <p>Reduction of students skipping class</p> <p>Measure the usage of a “calm room” or safe space</p> | <p>Time for BWT to meet.</p> <p>A space for a “calm room” or safe space</p> <p>Money to support activities provided by BWT</p> <p>Utilizing “All Learning is Social Emotional” book</p> |
| <p>QMS MTSS and Character Ed Committee developed activities</p> | <p>Guideroom activities/dialog</p> <p>Spartan PRIDE explicit instruction (PRIDE acronym Preparation, Respect, Dedication, Engagement)</p> | <p>Obtain feedback from stakeholder groups via student survey</p> <p>Norms visible and implemented in all classrooms and common areas</p> <p>Faculty will participate in norm setting activities and professional learning on</p> | <p>More team members involved, partnership with new SEL Director</p> <p>MTSS Committee and Character Education bringing resources and obtaining feedback,</p> |

Priority 1

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| | <p>Develop classroom norms and expectations as a building during Supt Conf Days</p> <p>Building-wide understanding/devotion to Spartan PRIDE</p> <p>Professional Development for SEL</p> | <p>the opening Superintendent Conference Days.</p> <p>Professional Learning opportunities will be posted and available on Mylearning plan.</p> | <p>curriculum pay for additional needed work.I</p> <p>BLT committee members.</p> <p>Information disseminated to various committees and building-wide</p> |
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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.

Priority 1

7

Qualitative

4-5 Majority of discipline referrals will result in a restorative conference through our district discipline dashboard, Introducing school-wide weekly themes (classroom discussions and children's books) through our morning announcements. Include these themes on our weekly bulletins shared with staff.

6-12 Discipline referrals reducing recidivism rates (strengthening relationships) - look at discipline data

9-12 The majority of student feedback regarding BWT initiatives is positive, Discipline referral data and Restorative Practices, School of Character initiative

Quantitative

QES

Reduce student discipline referrals by 5%

Reduce student crisis calls by 5%

90% of 3rd grade students will be able to name 2 staff members at school who they feel supported by

4-5 Building

90% of students self-assess themselves as showing their Spartatude Values through quarterly Google Form Survey

QMS

90% or more of all students will be able to identify the Spartan PRIDE attributes.

We will meet or exceed MIP for Attendance for QMS.

90% or more of all students can identify a trusting adult in QMS

QHS

10% reduction in skipping class numbers

90% of all students able to identify their "go to" people

90% of all students able to identify a safe space

90% of students report "feeling safe" at school - ESSA School Climate Survey

7

Priority 1

PRIORITY 2

Our Priority

| What will we prioritize to extend success in 2021-22? | Supporting Academic Growth: ELA & Math |
|---|---|
| <p>Why is this a priority? <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> | <p>Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority?</p> <p>The district has high expectations for the academic achievement of all students.</p> <p>As the content demands in math and ELA increase, two subgroups, economically disadvantaged students and students with disabilities have not met the same success levels on state assessments, NWEA Map test, and local assessments. On the last district report card, students in at-risk subgroups received 1s in math and did not meet the same success rates as other students. Success in math and ELA directly relates to success in other classes and graduation rate. Closing the gap for the graduation rate for economically disadvantaged students is a top priority for the district.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|--|--|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>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.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>K-3 Increase students reading on grade level</p> | <p>Increase the number of students serviced by tier 3 interventions such as Orton- Gillingham based programs, Reading Recovery, Literacy Lessons, Level Literacy Intervention</p> <p>Progress monitor students receiving tier 2 or tier 3 reading interventions more frequently</p> | <p>Progress monitoring data will demonstrate an increase of students reading on grade level</p> | <p>Additional staff trained in specialized reading programs such as Reading Recovery and Orton Gillingham based programs</p> <p>Funding to provide small group interventions before/ after school for targeted students</p> <p>Professional development in effective reading instruction for staff</p> |
| <p>K-5 Increase students math performance/ proficiency</p> | <p>Improve student fact fluency and disaggregate fact data by subgroups. Students in K-5 will have access to i-ready for assessments and curriculum. Students will use i-ready</p> | <p>I-Ready assessment data Students will be assessed minimally three times a year</p> <p>Professional development for staff in the area of math</p> | <p>Funding I-Ready program and professional development</p> <p>Funding for Math institute Summer 2022</p> |

Priority 2

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| | <p>to assist in increasing academic achievement.</p> <p>Identify additional ways to progress monitor fact fluency for students who struggle with Reflex Math</p> <p>Administer the I-Ready diagnostic assessments to identify areas of strength and areas in need of focus</p> <p>Identify effective teaching strategies for math</p> | | <p>Math consultant: Julie Dixon and DNA math for teacher professional development.</p> |
| 4-5 Increase students reading on grade level | <p>Fountas and Pinnell Reading Assessments</p> <p>Students will be assessed minimally three times a year</p> | <p>Measure student growth through F&P assessments</p> <p>Response to Intervention Services/WIN Time for identified students</p> | <p>Benchmark Meetings (3x per year)</p> <p>Online Data Management System for F&P</p> |
| 4-5 Increase students math performance | <p>I-Ready assessment and curriculum</p> <p>Response to Intervention Services/WIN Time for identified students.</p> | <p>Measure student growth through I-Ready assessments</p> <p>Progress Monitor Tier 3 students</p> <p>Utilize Personalization Track through I-Ready</p> | <p>Benchmark Meetings (3x per year). Release time for teachers to attend meetings.</p> |
| 6-8 Identifying academic needs in Math and ELA | <p>6-8 NWEA MAP testing (3x/year). This normed benchmark assessments will assist in setting baselines for student growth for all subgroups.</p> | <p>Middle school teachers will discuss benchmark and individual student targets at team, PLC and MTSS meetings to discuss goals and progress of students. Benchmark meeting outcomes and placements for support</p> | <p>MTSS teachers release time to arrange testing and coordinate data.</p> <p>MAP data, scheduling flexibility, involvement of</p> |

Priority 2

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|---|--|--|---|
| | <p>CFA targeting Key Standards in all content areas</p> <p>Identified students will participate in the Lexia Reading Intervention.</p> | <p>will be addressed. Targets include CFAs, MAP, and Lexia data (ELA).</p> <p>Qtrly Data Meetings with central office to share MAP data by ESSA subgroups.</p> | <p>multiple teachers and stakeholders.</p> <p>Substitutes for release time for teachers.</p> <p>Use of tableau data</p> <p>Lexia Data</p> |
| <p>9-12 Use MAP Test to identify ELA and Math needs</p> | <p>Norm based tests allow for proper placement into support classes ie... AIS, Geo A</p> | <p>Reduction in the number of students needing extra support classes</p> <p>Improved test scores (CFA, Regents...)</p> | <p>MAP Data</p> <p>Data Meetings</p> <p>Tableau</p> <p>RTI</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.

Qualitative

6-12

- Increased student engagement/participation, commitment to academics (MAP and CFAs in particular)

Quantitative

K-3

- Increase students reading on grade level in grade 3 by 5% across subgroups using F&P assessment
- Increase overall student math proficiency on I-Ready Assessment by 5% at each grade level.
- ELA and Math will meet established ESSA MIP Targets

4-5

- 90% of students on or below grade level will grow three reading levels
- 90% of students will grow one grade level through the I-Ready Math Diagnostic
- ELA and Math will meet established ESSA MIP Targets

6-12

- Meet the appropriate RIT growth expectations for each grade level on MAP assessments for target groups
- Increased growth on CFA scores for targeted groups
- Lexia Reading Growth individual student growth benchmarks
- ELA and Math will meet established ESSA MIP Targets

PRIORITY 3

Our Priority

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|---|---|
| <p>What will we prioritize to extend success in 2021-22?</p> | <p>Graduation Rate for Economically Disadvantaged Students</p> |
| <p>Why is this a priority? <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> | <p>The district's mission statement includes the word ALL and expects that all students will achieve academic success and graduate. Over the last five years, the graduation rate for students who are economically disadvantaged has averaged 74%.</p> <p>This subgroup has not met the local MIPS. An increased focus on social emotional learning and wellness as well as increased support and resources in math and ELA will assist in supporting the needs of students.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|--|--|---|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>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.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>K-3 Increase family/students connections and relationships with school</p> | <p>Partner with PTSA to increase family involvement</p> <p>Host 2 community events</p> <p>Increase parent participation in parent conferences</p> | <p>Increased PTSA Membership</p> <p>Attendance at community events hosted</p> <p>Number of parents attending parent conferences</p> | <p>Community events: outdoor tents, food, community volunteers</p> |
| <p>4-5 Increase family/student connections and relationships</p> | <p>Offer club/extracurricular opportunities</p> <p>Offer after school/before school academic supports</p> <p>RTI Family Nights</p> <p>Career Day</p> | <p>Track student involvement</p> <p>Progress monitoring student achievements</p> <p>Number of families participating in our RTI Dinner Night</p> | <p>Partner with Queensbury Parks and Rec for involvement activities</p> <p>Community Member/Parent Participation for Career Day</p> <p>Money for RTI Dinner family Nights</p> |

Priority 3

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|---|--|---|---|
| | | | Money for staffing for after school academic supports |
| 6-8 Increase family/student connections and relationships | <p>Offer club/extracurricular opportunities</p> <p>Offer after school/before school academic supports</p> <p>Family BBQ before Open House</p> | <p>increased attendance and buy-in to QMS activities and offerings</p> <p>Decreased failure rates</p> | <p>Faculty/staff building relationships and connections, activities aimed at fostering relationships</p> <p>Field Trips, community partnerships</p> |
| 9-12 Bridges Program | <p>The Bridges Program will target 12 students for each grade, 48 students overall. The program will have one English and one social studies teacher. Small group instruction supported with an aide. Students will instructionally loop with their ELA and social studies teachers and push out for other subjects.</p> | <p>Students in the Bridges program will successfully earn the credits they are enrolled in and participate in the school community through clubs and afterschool activities. Attendance and participation will be tracked and presented at Quarterly data meetings. We will look to have 75% of students participate in one after school activity, if they are not actively employed or required to assist in care at home.</p> <p>Regular observation of the classroom will indicate active engagement and participation of students.</p> <p>Increased graduation rate</p> <p>Passing rates on student courses Improved attendance will be monitored on a daily basis by the Bridges Teachers.</p> | <p>Scheduling Staffing Rooms/office</p> |

Priority 3

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.

K-3

- Community events will include representation from all subgroups.

4-5

- All RTI families will be invited to our RTI Family Dinner Nights
- All students will join our WHBI Student Google Classroom

6-12

- Career Cafe and opportunities to connect to community/careers
- Movement of students out of AIS services (successful completion - move to Progress Monitoring)

Quantitative

K-3

- 90% of students will have a family member attend a parent conference
- Increase PTSA membership by 5%

K-5

- 100% of student involvement within the school and/or community
- 75% of family participation in our RTI Family Dinners

6-12

- 90% student participation in extracurriculars
- 90% of students are assessed/evaluated to determine if services are needed

Priority 3

20

- 90% of Bridge students pass their courses/graduate
- 90% of Bridge students have an attendance rate of 90%
- Meet established MIP targets for ESSA accountability subgroups

20

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 <i>(if applicable)</i> |
|---------------------|---|----------------------------------|
| Denise Troesltra | Assistant Superintendent for Instruction | District |
| Kris Bennett-Barnes | Director of Student Support Services | District |
| Robyn Scottland | Assistant Director of Student Support Services | District |
| Jessica Rossetti | Principal, Parent | QES |
| Mike Brannigan | Principal | QMS |
| Marianne Seelye | Literacy Coach/MTSS | QMS |
| Maureen Chevalier | Special Education Teacher, QMS SPED Dept. Chair | QMS |
| Michelle Bennett | Grade 6 ELA Teacher | QMS |
| Erin Greenwood | Grade 8 Math Teacher | QMS |
| Kristin Bergin | Assistant Principal | QES |
| Gwynne Cosh | Principal, Parent | WHBI |

Our Team's Process

| | | |
|-----------------|--|----------|
| Amanda Denno | Assistant Principal | WHBI |
| Morgan Smythe | Teacher | WBHI |
| Kellie Moore | Grade 4 Math Teacher | WHBI |
| Kathy Edwards | Grade 3 Math Teacher | QES |
| Damian Switzer | Principal | QHS |
| Andrew Snide | Assistant Principal | QHS |
| Dan Hamm | Assistant Principal | QHS |
| Jen Merkosky | Special Education Teacher & SPED Dept. Chair | QHS |
| John Luthringer | Director of Technology, Parent | District |
| Kerri Bundy | English Teacher, Dept. Chair | QHS |
| Jessica Duell | RTI Math Teacher | QMS |
| Colleen Sprague | K-12 Counselor Dept. Chair | QHS |

Meeting Dates

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

| Meeting Date | Location |
|--------------|--------------------------------|
| 7/7/21 | Administrative Conference Room |
| 7/14/21 | QMS Media Center |
| 7/19/21 | Google Meet |
| 8/11/21 | Queensbury Room |
| | |

Districts with TSI Schools Only : **N/A All Queensbury District Schools Are in Good Standing**

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 | N/A |
| Parents with children from each identified subgroup | N/A |
| Secondary Schools: Students from each identified subgroup | N/A |

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

Submission Assurances

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).