



DRAFT

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Queensbury Union Free School District	Kyle Gannon

2022-23 Summary of Priorities

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

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

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</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?</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> 	<p>The QUFSD mission statement and BOE goals prioritize wellness and achievement for all students and directly supports our district mission statement.</p> <ul style="list-style-type: none"> • All students will graduate prepared for college and careers, ready for civic engagement, and committed to lifelong learning. • All students will think critically and creatively, communicate in an inclusive manner, adapt as technology evolves, and persevere through setbacks and adversity. • All members of the school community will maintain a campus-wide environment that fosters safety, empathy, and wellness. <p>The COVID-19 pandemic created challenging learning conditions for students. Students continue to struggle to acclimate post pandemic in the areas of social emotional wellness. Overall, discipline incidents and chronic absenteeism have increased post pandemic. In addition, referrals for mental health supports and school counseling crisis visits have increased.</p> <p>A June 2022 Climate Survey indicated Social, Emotional, and Mental Health Supports as a top two priority. As a result, a greater need for social emotional learning and overall wellness supports must be prioritized K-12.</p>

Priority 1

QUFSD began implementing SEL curriculum and activities 2020-2021. In addition, District and Building SEL committees were established and regularly incorporated activities into the school community. A series of Parent Universities were offered.

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>QES Create a positive classroom and school environment centered around SEL</p>	<p>SEL on morning announcements and classroom meetings</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 QES Superheroes</p> <p>Students will develop positive relationships with staff at school</p> <p>Implement Class Dojo positive behavior support in grades K and 1</p>	<p>Analyze discipline data and trends for each subgroup</p> <p>Direct observation of classroom engagement.</p> <p>Survey grade 3 students- Obtain feedback from stakeholder groups via student culture and climate survey</p>	<p>Director of Social Emotional Learning and School Development</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>

Priority 1

<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>Afterschool Wellness Networks: Wellness, yoga, martial arts and arts and crafts.</p>	<p>Zones of Regulation Daily check ins</p> <p>Analyzing behavior incidents and trends using Tableau and Schooltool and presented at quarterly data meetings at the district office</p> <p>Tracking student involvement/participation through data collection system Tableau</p> <p>Increase the number of 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 supported by weekly themed documents including topics.</p> <p>Prevention Education Specialists</p> <p>Variety of volunteers and businesses to provide education based on wellness.</p>
<p>QMS MTSS and Character Ed Committee developed activities</p>	<p>Guideroom activities/dialog - Live Announcements</p> <p>Spartan PRIDE explicit instruction (PRIDE</p>	<p>Obtain feedback from stakeholder groups via student culture and climate survey</p> <p>Regular Student Summits</p>	<p>More team members involved, partnership with SEL Director & Assist Principal</p> <p>MTSS Committee and Character Education bringing</p>

Priority 1

	<p>acronym Preparation, Respect, Integrity, Dedication, Engagement)</p> <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>Guest Speakers reinforcing SEL</p> <p>School of Character professional development (11 Principles)</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 the opening Superintendent Conference Days.</p> <p>Professional Learning opportunities will be posted and available on Mylearning plan.</p> <p>Feedback/results from School of Character Application</p> <p>Pilot Positivity Project in select classrooms</p>	<p>resources and obtaining feedback, curriculum pay for additional needed work.</p> <p>BLT committee members - Building safety and Climate</p> <p>Information disseminated to various committees and building-wide</p> <p>K-12 School of Character Collaboration</p>
<p>QHS Committee and Department discussions focused on ways to</p>	<p>The BWT will shift its focus to provide a nurturing environment for all students. For example, activities, safe spaces, and “go-to”</p>	<p>Gauging feedback from students following specific events.</p> <p>Reduction of students skipping class</p>	<p>Time for BWT to meet.</p> <p>A space for a “calm room” or safe space</p>

Priority 1

<p>integrate wellness discussions.</p>	<p>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>Providing check-ins and SEL activities within the classroom.</p> <p>Provide opportunities for family engagement in guest speakers on the subject of SEL, specifically Marc Mero Parent University.</p> <p>District Health Advisory Committee</p> <p>Shared Decision Making Committee</p>	<p>Measure the usage of a “calm room” or safe space</p> <p>Feedback from parents regarding Parent Universities.</p> <p>Obtain feedback from stakeholder groups via student culture and climate survey</p> <p>Pilot SEL Curriculum in select classrooms</p>	<p>Money to support activities provided by BWT</p> <p>Utilizing “All Learning is Social Emotional” book</p> <p>Individuals to schedule and provide these opportunities.</p> <p>Resources to provide guest speakers.</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 2022-23 school year.

Qualitative

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%

Increase the number of third graders who regularly participate in extracurricular activities offered 10%.

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

WHBI

80% of students report that students at this school respect one another.

Reduce student discipline referrals by 5%

100% of student participation by the end of the third quarter.

Provide five afterschool Wellness Network sessions.

QMS

100% or more of all students will be taught and continually engaged in activities and discussions about 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

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Supporting Academic Growth: ELA & Math</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>Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? The QUFSD mission statement and BOE goals prioritize achievement for all students.</p> <ul style="list-style-type: none"> • All students will graduate prepared for college and careers, ready for civic engagement, and committed to lifelong learning. • All students will think critically and creatively, communicate in an inclusive manner, adapt as technology evolves, and persevere through setbacks and adversity. <p>The district has high expectations for the academic achievement of all students. 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, i-Ready and other local assessments. The identification as a target district was directly related to graduation rate, combined composite and graduation rate and progress in ELA and math.</p> <p>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.</p> <p>As we strive to increase our graduation rate for struggling subgroups, supporting academic growth in ELA and math will be critical to ensure overall academic success.</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>Offer Extend to the End high dose tutoring for additional support in ELA and Math.</p> <p>Offer professional development</p>	<p>Student performance data indicates reduction of gap between struggling subgroups:</p> <p>Fountas and Pinnell Assessment 3x a year</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>Faculty to provide before and after school instruction.</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>opportunities: Teachers College Reading and Writing Workshop, Juli Dixon DNA math summer institute.</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 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>Offer professional development opportunities: Teachers College Reading and</p>	<p>Student performance data indicates reduction of gap between struggling subgroups:</p> <p>I-Ready assessment data Students will be assessed minimally three times a year, subgroups disaggregated for targets.</p>	<p>Faculty to provide before and after school instruction.</p> <p>Funding I-Ready program and professional development</p> <p>Funding for Math institute Summer 2022</p> <p>Math consultant: Juli Dixon and DNA math for teacher professional development.</p>

	<p>Writing Workshop, Juli Dixon DNA math summer institute.</p> <p>Identify effective teaching strategies for math</p>		
4-5 Increase students reading on grade level	<p>Progress monitor students receiving tier 2 or tier 3 reading interventions more frequently</p> <p>Offer Extend to the End high dose tutoring for additional support in ELA and Math.</p> <p>Offer professional development opportunities: Teachers College Reading and Writing Workshop, Juli Dixon DNA math summer institute. Fountas and Pinnell Reading Assessments</p> <p>Students will be assessed minimally three times a year using Fountas and Pinnell</p>	<p>Student performance data indicates reduction of gap between struggling subgroups: Measure student growth through F&P assessments 3x a year.</p> <p>Response to Intervention Services/WIN Time for identified students</p> <p>Established Fountas and Pinnell benchmarks for reading on grade level</p>	<p>Benchmark Meetings (3x per year)</p> <p>Online Data Management System for F&P</p> <p>Extend to the End after school program targeting students with disabilities and those reading below grade level</p> <p>Faculty to provide before and after school instruction.</p>
4-5 Increase students math performance	<p>I-Ready assessment and curriculum</p>	<p>Student performance data indicates reduction of gap</p>	<p>Benchmark Meetings (3x per year). Release time for</p>

	<p>Response to Intervention Services/WIN Time for identified students.</p>	<p>between struggling subgroups:</p> <p>Measure student growth through I-Ready assessments 3x a year</p> <p>Progress Monitor Tier 3 students</p> <p>Utilize Personalization Track through I-Ready</p>	<p>teachers to attend meetings.</p> <p>Extend to the End after school program targeting students with disabilities and those below grade level on i-Ready.</p> <p>Faculty to provide before and after school instruction.</p>
<p>6-8 Identifying academic needs in Math and ELA</p>	<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>Professional Learning Communities with use CFAs targeting Key Standards in all content areas</p> <p>Identify students to participate Tier 2 interventions using decision making rules for placement in</p>	<p>Student performance data indicates reduction of gap between struggling subgroups:</p> <p>NWEA MAP Assessment in reading and math 3x a year</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 will</p>	<p>MTSS teachers release time to arrange testing and coordinate data.</p> <p>MAP data, scheduling flexibility, involvement of multiple teachers and stakeholders.</p> <p>Use of tableau data</p> <p>Lexia Data</p> <p>Faculty to provide before and after school instruction.</p>

	<p>(MFS/RFS/AFS, QMS Cares)</p>	<p>be addressed. Targets include CFAs, MAP, and Lexia data (ELA).</p> <p>Qtrly Data Meetings with central office to share NWEA MAP data by ESSA subgroups.</p> <p>Continual progress monitoring in Reading and Math (aimsweb, math data)</p>	
<p>9-12 Use MAP Test to identify and support ELA and Math needs</p>	<p>Norm based tests allow for proper placement into support classes ie... AIS, Geo A</p> <p>PLCs and classroom teachers will use results to provide small group instruction</p> <p>Special Education teachers will utilize MAP data to track progress in ELA and math</p>	<p>NWEA Map Growth Test in ELA and Math 3x a year</p> <p>Reduction in the number of students needing extra support classes</p> <p>Improved test scores (CFA, Regents...)</p> <p>Quarterly Data meetings at the district office to show growth in reading and math</p>	<p>Funding for NWEA MAP test</p> <p>Data Meetings</p> <p>Tableau web based data collection for analysis</p> <p>Student Performance Data</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 2022-23 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

- Increase students reading on grade level in grade 4-5 by 5% across all subgroups using F&P assessment
- 90% of students will grow one grade level or have reached grade level proficiency through the I-Ready Math Diagnostic across all subgroups
- Close the gap from quarter 1 to quarter 4 by 10% for students with disabilities compared to the general population through prioritized standards

6-12

- Meet the appropriate RIT growth expectations for each grade level on MAP assessments for target groups
- Reduce gap for ED subgroup to 10% or less on all CFAs
- Meet Lexia Reading Growth individual student growth benchmarks
- ELA and Math will meet established ESSA MIP Targets

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</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 QUFSD mission statement and BOE goals prioritize achievement for all students.</p> <ul style="list-style-type: none"> • All students will graduate prepared for college and careers, ready for civic engagement, and committed to lifelong learning. • All students will think critically and creatively, communicate in an inclusive manner, adapt as technology evolves, and persevere through setbacks and adversity. <p>The district's mission statement includes the word ALL and expects that all students will achieve academic success and graduate in four years. The district was identified as a target district due to the economically disadvantaged rate and ELA/math progress.</p> <p>In 2020 and 2021, the ED subgroup did not meet the established MIP. In 2022, the ED subgroup exceeded the MIP.</p> <p>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. The Bridges Alternative Graduation Program and high dose tutoring opportunities support the long term graduation rate plans.</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>Collect baseline data on parent participation in parent conferences</p> <p>Increase club/extracurricular opportunities</p> <p>Decrease chronic absenteeism</p>	<p>Increased PTSA Membership</p> <p>Attendance at community events hosted</p> <p>Number of parents attending parent conferences</p> <p>Increase number of students involved in after school activities</p> <p>Progress monitor attendance and attendance interventions</p>	<p>Community events: outdoor tents, food, community volunteers</p>
<p>4-5 Increase family/student connections and relationships</p>	<p>Offer additional club/extracurricular opportunities.</p> <p>Offer after school/before school academic support to close academic gaps.</p>	<p>Track student involvement via school information system. 100% SMART target for student involvement.</p>	<p>Partner with Queensbury Parks and Rec for involvement activities</p>

	<p>Parents of students receiving RTI services will be invited to two RTI Family Nights</p> <p>Career Day</p> <p>All parents will be invited to an in person Open House to understand the grade level curriculum, extracurricular opportunities, and parent engagement opportunities.</p> <p>Add an additional grade 6 Parent Conferences half-day to meet with more parents. (in-person or virtual)</p>	<p>Progress monitoring student achievements</p> <p>Number of families participating in our RTI Dinner Night</p>	<p>Community Member/Parent Participation for Career Day</p> <p>Funding for RTI lite snacks for family Nights</p> <p>Funding for staffing for after school academic supports</p>
<p>6-8 Increase family/student connections and relationships</p>	<p>Offer club/extracurricular opportunities</p> <p>Offer after school/before school academic supports</p> <p>Orientation Programs (“Wonder” community Movie Night”)</p> <p>Decrease Chronic Absenteeism</p>	<p>Increased attendance and buy-in to QMS activities and school.</p> <p>Decreased failure rates</p> <p>Progress monitor attendance through SST and Attendance Team.</p>	<p>Faculty/staff building relationships and connections, activities aimed at fostering relationships</p> <p>Community partnerships</p> <p>Provide families with information on the importance of</p>

	<p>Regular Parent Square Communication</p>		<p>attendance and engagement</p> <p>Attendance Team Reports/Interventions</p> <p>Offer Parent Universities</p>
<p>9-12 Bridges Program</p>	<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>Scheduling Staffing Rooms/office</p>

Priority 3

		Passing rates on student courses Improved attendance will be monitored on a daily basis by the Bridges Teachers.	
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Measuring Success: Graduation Rate

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.

K-3

- Increase attendance at school/community events and collect baseline quantitative data

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%
- Decrease the percentage of students who are chronically absent by 5%

4-5

- 100% of student involvement within the school and/or community
- 100% of students will join our WHBI Student Google Classroom
- 50% of family participation in our RTI Family Dinners
- Maintain or increase attendance rate (currently 94%)
- Decrease the percentage of students who are chronically absent by 5%
- 100% of all students will take the culture/climate survey

6-12

- 90% student participation in extracurriculars

- 90% of students are assessed/evaluated to determine if services are needed
- 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

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
Robyn Scotland	Director of Student Support Services	District
Jessica Harris	Assistant Director of Student Support Services	District
Raychel Marcil	Director of SEL and School Development	District
Jessica Rossetti	Principal, Parent	QES
Mike Brannigan	Principal	QMS
Sarah Tarantino	Assistant Principal	QMS
Tammy Cherry	ELA Dept Chair	QMS
Maureen Chevalier	Special Education Teacher, QMS SPED Dept. Chair	QMS
Jessica Duell	RTI Math Teacher	QMS

Our Team's Process

Erin Greenwood	Grade 8 Math Teacher	QMS
Kristin Bergin	Assistant Principal	QES
Gwynne Cosh	Principal	WHBI
Steve Karandy	Assistant Principal	WHBI
Morgan Smythe	Grade 5 Teacher, QFA VP	WBHI
Kelli Moore	Grade 4 Math Teacher	WHBI
Tracey Kitz	Grade 5 ELA Teacher	WHBI
Nicole Enny-Tully	Grade 5 Math Teacher, Parent	WHBI
Kathy Edwards	Grade 3 Math Teacher	QES
Andrew Snide	Principal	QHS
Justin Lansley	Assistant Principal	QHS
Amanda Denno	Assistant Principal	QHS
Jen Merkosky	Special Education Teacher & 9-12 SPED Dept. Chair	QHS
Kerri Bundy	English Teacher, Dept. Chair	QHS
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 Dates	Building/ Location
6/9/22	QES: in person
5/25/22, 6/10/22	WHBIS: In-person
5/31/22	District Meeting: Virtual
6/21/22	District Meeting: Virtual
7/8/22	K-5 Meeting: Virtual
7/12/22	6-12 Meeting: Virtual
7/15/22	QMS
7/19/22	District Meeting: Virtual
8/19/22	QHS: In-person
8/19/22	QMS: In-Person

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 have the perspectives of this group 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 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).