New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
GIUFSD	Dr. Dan Kalbfliesh

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	Teaching & Learning - The Heatly Instructional Model
2	Creating a Sense of Belonging in School
3	Developing Collaborative Expertise
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2025-26?	Teaching & Learning: The Heatly Instructional Model
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	At the core of Heatly's aspiration to become and sustain status as a Visible Learning School is a steadfast commitment to excellence in teaching and learning. The Heatly Instructional Model is intentionally designed to align with best practices identified in Visible Learning research and supports a culture where student growth is deliberate, measurable, and student-centered. By explicitly focusing on clarity of instruction—through clear articulation of the WHAT (Learning Intentions), WHY (Relevance), and HOW (Success Criteria)—we ensure that students understand the purpose and expectations of their learning. This clarity is further deepened through the integration of the Gradual Release of Responsibility (GRR) model, which supports students as they move from guided to independent mastery. Students are also empowered to develop and internalize strong Learning Dispositions, developing self regulation and teamwork by engaging in purposeful learning tasks at every GRR stage. These dispositions are foundational to becoming GREAT Learners—Goal-oriented, Motivated, and Resilient. Furthermore, using the Levels of Engagement tool, students are supported in self-monitoring their learning behaviors, fostering metacognition and a greater sense of ownership over their progress. In prioritizing these instructional elements, Heatly is not only aligning with the evidence base of Visible Learning but also building a sustainable culture of high-impact teaching, where learning is visible, feedback is actionable, and growth is constant. This instructional coherence ensures that every learner is known, challenged, and supported—hallmarks of a school of best practice.

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?
Collaborative Teaching	Embedded Training/Coaching, Walkthrough Rubric Tool to provide feedback	Instructional Coach dedicated to supporting the Collaborative Teaching Partnership Feedback Form Professional Time
Unit Planning	Timely completion of unit plans in each content and grade level, Consistent review of quality of unit plans based on predetermined components, universal feedback form for walkthrough	Instructional Coach dedicated to supporting and coaching the development of the Unit Plans Grade Band Activators District Bank of Unit Plans shared and accessed by all faculty and staff Feedback Form Professional Time
Engagement Continuum	Universal shared language and use of levels of engagement with all students and staff	Therapeutic Dean/Coach to provide in the moment training in classrooms as needed Student Feedback Form Printed Engagement Continuum Visuals for each classroom and learning space

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.

1. Instructional Clarity: The Learning Intentions (Why, WHat, How) and Learner Dispositions

- **% of classroom walkthroughs** where Learning Intentions (WHAT), Relevance (WHY), and Success Criteria (HOW) are posted, referenced, and explained by teachers.
  - *Target: ≥85%*
- **% of students** self-reporting increased use of learning dispositions via walkthroughs.
  - *Target: ≥80% report regular use*

2. Collaborative Teaching: Feedback Form

  - *Target: ≥80% know what's happening in the classroom*

3. Unit Planning: Progress Monitoring

  - *Target: ≥80% completion of unit plans measured quarterly*

4. Student Growth and Achievement

- **% of students meeting or exceeding expected growth targets** on internal or standardized progress monitoring tools (IXL, MySabres, Eureka2 and CKLA assessments)
  - *Target: ≥70%*

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	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)*

if we are on track to achieve our end-of-year success criteria?)		
Instructional Clarity: The Learning Intentions (Why, What, How) and Learner Dispositions	80% in the first two months	
Collaborative Teaching: Feedback Form	60% indicate on the feedback form that both adults are aware of the learning intentions in the classroom	
Unit Planning: Progress Monitoring	60% are completed within the first two months	
Student Growth and Achievement	Unit plan assessments match with 80% accuracy to IXL benchmark at BOY	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?	Creating a Sense of Belonging
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Creating belonging is not just a cultural initiative at Heatly—it is a foundational driver of student growth and school transformation. Grounded in research and evidence from trajectory-changing schools, belonging is directly linked to student engagement, academic success, and social-emotional well-being. As we pursue our vision of becoming a Visible Learning School, fostering a deep sense of belonging ensures that every student is welcomed, *known*, *present*, and *supported*. This work goes far beyond warm relationships—it requires a system-wide commitment to knowing students holistically, proactively addressing their individual needs, and ensuring that all adults take collective responsibility for every child's success. For the 2025–2026 school year, Heatly will prioritize this effort by integrating belonging into the fabric of our daily practices: from personalized outreach and data-driven support to collaborative planning and long-term academic vision. Strong, respectful relationships—between students and teachers, between staff members, and between school and family—will serve as the foundation. Belonging is not a passive condition; it is actively cultivated through care and challenge, intentional structures, and inclusive mindsets. By making this a schoolwide priority, Heatly is affirming that academic excellence and student belonging are not separate goals—but inseparable ones.

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?
Family and Community Engagement	Welcoming Environment: Create a physically and emotionally welcoming school	Parent Square, Budgeted Community events, regular

	atmosphere through culturally responsive spaces, language, and events. Regular Family Communication: Schedule consistent check-ins, family workshops, and opportunities for families to engage with teachers and school leadership. Partnership Mindset: Position families as essential partners in student success by sharing data, co-creating plans, and inviting participation in decision-making.	meetings with Village and PTO officials
Safe, Inclusive, and Supportive Environment	Clear Behavior Expectations: Teach and consistently enforce schoolwide norms that promote respect, equity, and emotional safety. Anti-Bullying and Social-Emotional Learning (SEL): Integrate SEL curricula and practices that teach empathy, conflict resolution, and community-building. Safe Spaces: Provide accessible places where students can regroup, access resources, or receive counseling support when needed.	None the district has already purchased all necessary components
Student Interest Clubs	Develop clubs for students to engage in that are based of off their interests	Survey students spring of 2025.

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.

1. **Student and staff Engagement & Attendance**
   - Chronic absenteeism rate decreased by 5% compared to the previous year, reflecting improved student and staff presence and connection.
2. **Community Events**
   - Attendance in quarterly community events increases by 5%
3. **Staff Retention**
   - Staff retention is less than 15%
4. **Social-Emotional Well-being**
   - 70% of students will show growth on mysabers screener from BOY to EOY.
5. **Belonging and engagement**
   - Classroom incidents will decrease from 24-25 to 25-26 by 5% when compared month by month
   - Increased engagement in clubs from September to June based on attendance.

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)*
Student Engagement & Attendance	First two months of school will have 10% or fewer chronically absent students	
Community Events	5% increase in attendance at Breast Cancer walk and open house.	
Staff Retention	Zero staff leave 1st quarter	
Social-Emotional Well-being	Increase in skills assessed for the first two months	
Belonging and engagement	September and October behavioral reduction. 5% increase in club engagement from September to October	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?	Developing Collaborative Expertise
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Developing collaborative expertise is essential at Heatly because it drives consistent, high-impact teaching practices across the entire school, reducing within-school variability that often hinders student learning. Grounded in John Hattie's Visible Learning research, evidence shows that collective teacher effectiveness—built through collaboration, shared professional learning, and ongoing use of research-based strategies—leads to stronger student engagement, accelerated growth, and improved outcomes. Rather than relying on isolated "star teachers," Heatly prioritizes building the capacity of all educators through professional learning communities, data-driven inquiry, and peer collaboration. This systemic approach ensures that best practices are understood, implemented, and refined collectively, fostering a culture where teachers learn from one another, embrace innovation, and adapt continuously. School leadership plays a key role by providing the structure, resources, and support needed to sustain this collaborative growth. By focusing on collaborative expertise, Heatly can: ● Strategically develop teacher talent rather than replace it ● Use evidence-based strategies proven to double learning speed ● Create shared responsibility for student success ● Reduce ineffective practices and promote those with the highest impact ● Support a culture of trust, risk-taking, and continual improvement Ultimately, this commitment to collaborative expertise aligns with Heatly's vision of becoming a Visible Learning School, where collective teacher knowledge and action transform student learning at scale.

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?
Implement Collaborative Inquiry Cycles	**Engage teams in cycles of inquiry**: identify problems of practice, research evidence-based strategies, implement changes, and review impact together. **Use formative data frequently** to monitor progress and adjust instruction collectively. **Collect and share multiple data sources:** academic achievement, engagement surveys, behavioral referrals, attendance, etc. **Document learning and next steps** to maintain focus and continuity over time.	Time during PLC's.
Leverage Instructional Coaching and Peer Observations	**Provide coaching support** to deepen teachers' understanding and application of high-impact strategies. **Establish peer observation protocols** where teachers observe each other's classrooms with a focus on shared learning goals. **Facilitate reflective conversations** post-observation to discuss successes and areas for growth.	The district already purchased tablets for recording classrooms to conduct peer observations without actually being in the room. Removing the barrier of needing to secure a sub.

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.

1. Consistent Use of Evidence-Based Strategies

Success Criteria:
Teachers consistently apply high-impact strategies identified in Hattie's research (e.g., feedback, teacher clarity, jigsaw, problem-based learning).

Metrics:

- 80% of observed lessons (via walkthroughs) include one or more strategies with an effect size > 0.4.
- Instructional coaching logs reflect increased focus on Visible Learning strategies.

2. Strength and Impact of Professional Learning Communities (PLCs)

Success Criteria:
PLCs function with clear goals, regular collaboration, and collective focus on improving teaching and learning.

Metrics:

- 75% of PLC walkthroughs staff can identify what PLC question they're on

3. Leverage Instructional Coaching and Peer Observations

Success Criteria:
Staff actively engage in reflective practice, take instructional risks, and seek feedback from peers.

Metrics:

- 90% of staff engage in at least one peer feedback cycle for the year.

4. Leadership Support and Systems

Success Criteria:
School leadership provides consistent support for collaboration, growth, and aligned improvement initiatives.

Metrics:

- 100% of PLCs receive at least monthly touchpoints with instructional leaders or coaches.
- Leadership team reviews and discusses instructional evidence (e.g., walkthrough trends, student work) bi-monthly.

THROUGHOUT THE YEAR

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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)*
1. Consistent Use of Evidence-Based Strategies **Success Criteria:** Teachers consistently apply high-impact strategies identified in Hattie's research (e.g., feedback, teacher clarity, jigsaw, problem-based learning).	**On-Track Indicators:** - 80% walk through indicate high impact strategies	
2. Strength and Impact of Professional Learning Communities (PLCs) **Success Criteria:** PLCs function with clear goals, regular collaboration, and collective focus on improving teaching and learning.	**On-Track Indicators:** - 60% indicate they know what PLC question the group is on	
3. Leverage Instructional Coaching and Peer Observations **Success Criteria:** Staff actively engage in reflective practice,	**On-Track Indicators:** - 60% of staff do a peer observation within the first two months	

take instructional risks, and seek feedback from peers.		
4. Leadership Support and Systems **Success Criteria:** School leadership provides consistent support for collaboration, growth, and aligned improvement initiatives.	**On-Track Indicators:** ● Monthly review of agendas at 80% accuracy	

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)
Stephanie Bouchey	Principal's Assistant	Heatly
Dr. Dan Kalbfliesh	Superintendent	GIUFSD
James Colon	BHCC	Heatly
Bruce Potter	Interim Dir. of Innovation	GIUFSD
Angela Legault	Superintendent's Secretary	GIUFSD
Jodi Fowler	Teacher	Heatly
Shelly Heffern	Village Trustee	
Colleen Hildreth	Parent/PTO President	

Meeting Dates

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

Meeting Date	Location
May 15, 2025	Rm. 127 The Heatly School
May 29, 2025	Rm. 127 The Heatly School
June 12, 2025	Rm. 127 The Heatly School

Submission Assurances

Submission Assurances

Directions

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

1. x 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. x The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. x Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. x The DCIP will be posted on the district's website and easily accessible when navigating the website.
5. x 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. x 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).