

# Priority Document

## Liberty Elementary School 2024-2025

### Liberty Central School District

***Mission:*** To empower each student to contribute and thrive in a diverse community by pursuing their potential.

***Vision:*** Cultivating trust and courage to be innovative and persevere.



## **Liberty Elementary School**

### ***MISSION***

Our mission is to educate, inspire, and empower all students in a nurturing environment supported by staff, parents, and community partnerships.

***Vision: Cultivating trust and courage to be innovative and persevere.***

### **Collective Commitments**

#### ***We will...***

- Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community.
- Provide a MTSS (multi-tiered system of supports) for behavior and attendance that cultivates wellness and safety for students, staff and families.
- Create a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.

# COMMITMENT I

## Our Commitment

What is the DCIP priority that your building is aligning with?	<i>Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community.</i>
What is one commitment we will promote for 2024-25?	The LES staff commit to the implementation of Frog Street (PK), Into Reading (K-4), Into Math (K-4), PNW Boces Science 21 and Social Studies as adapted in LES 24-25 curriculum maps with fidelity.
<b>SMART Goal Lag Measure</b> (Tell you if you've achieved the goal/Summative Assessment)	<p><b>*Early Literacy:</b> By May of 2025, each cohort will improve 7% on proficiency from the fall 2024 <b>baseline data</b> to spring 2025 <b>end of the year data</b> as reported using STAR Early Literacy for Grades K-1.</p> <p><b>*Reading:</b> By May of 2025, each cohort will improve 7% on proficiency from the fall 2024 <b>baseline data</b> to spring 2025 <b>end of the year data</b> as reported using STAR Reading for Grades 2-4.</p> <p><b>Math:</b> By May of 2025, each cohort will improve 7% on proficiency from the fall 2024 <b>baseline data</b> to spring 2025 <b>end of the year data</b> as reported using STAR Math Assessment for Grade 1-4.</p> <p><b>*Any students whose performance does not achieve STAR Reading practice success will be reported as non proficient numbers and attempt to begin the STAR Early Literacy assessment. If a student does not achieve STAR practice success in STAR Early Literacy they will be reported in non proficient numbers and assessed by individual growth using Letter/Sound and High Frequency Word assessments.</b></p>
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by accessible data?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>We believe we need to provide a rigorous PK-4 curriculum to support student success. We need to challenge students in the classroom and empower their learning to ensure they have the 21st century skills needed to be successful during and after their years in Liberty Central School District.</p> <p>A cohesive ELA program in grades K-4 started in fall 2022. A cohesive Math program for grades K-4 started in fall 2023. At the beginning of the 24-25 school year, work began to integrate the HMH curriculums with already adopted Science 21 and Social Studies programming through PNW BOCES. We believe implementing the programs using curriculum mapping, with fidelity, will be pertinent to achieve our commitment to a rigorous, relevant, and cohesive PK-12 curriculum for all tier 1, tier 2, and tier 3 students.</p>

	<p>According to the Spring 2024 STAR Reading 54.0% of students are considered <i>proficient</i>. According to STAR Early Literacy data, 41.4% of students were considered <i>Proficient</i>. We believe that teaching the integration of content programs with fidelity will directly influence the growth of students across grades PK - 4.</p> <p>According to the Fall STAR Math data, 58.1% of students in grades 1 - 4 were considered <i>Proficient</i>. We believe that teaching the new HMH Math programs with fidelity will directly influence the growth of students across grades 1 - 4.</p>
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## Key Strategies and Resources: What strategies will we pursue as part of this commitment?

Key Strategy 1	
<b>Strategy / LEAD MEASURE</b>	Teachers and TAs will receive collaborative time monthly to target integration of programing and instruction using curriculum maps.
<b>Methods</b> (Action Steps) -	<ol style="list-style-type: none"> <li>1. Appropriate teachers will receive in-depth training on the components, concepts and process of the HMH and/or Frog Street programs.</li> <li>2. Paraprofessionals will continue to co-plan with assigned teachers on curriculum and delivery expectations.</li> <li>3. The MTSS facilitator will be utilized to support the analysis of HMH Reading and Math data to further support students' learning needs.</li> <li>4. <b>Teachers and administration will create and implement STAR assessment procedures to create consistency with assessments.</b></li> </ol>
<b>Gauging Success/ Success Indicators</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> <li>1. Prior to Fall STAR testing, consistent testing procedures will be created.</li> <li>2. Non-evaluative observations of the MTSS meetings will reflect a working knowledge of student growth using new curriculum data points.</li> <li>3. Informal classroom visits will reflect the EDI strategies and continuing implementation of programs with fidelity</li> <li>4. Students will create WIGS based on STAR Reading and Math testing</li> </ol>
<b>Resources</b> (Needed & Utilized)	<ol style="list-style-type: none"> <li>1. HMH access online and via support professionals</li> <li>2. Common Prep time in master schedule for grade levels to co plan</li> <li>3. Appropriate technology.</li> </ol>
<b>Cadence of Accountability</b>	<ol style="list-style-type: none"> <li>1. By December, PLC groups and faculty meetings will begin to implement a 5 minute share with small wins in regards to the use of curriculum and using the integrated curriculum maps.</li> </ol>

## Key Strategy 2

<b>Strategy / LEAD MEASURE</b>	Create, integrate, implement and revisit curriculum maps, and priority assessments for HMH ELA and Math, and PNW BOCES Science 21 and Social Studies to guide instruction.
<b>Methods</b> (Action Steps) -	<ol style="list-style-type: none"> <li>1. Teachers will use PLC opportunities to revisit and continue contributing to living curriculum map documents throughout the school year.</li> <li>2. Teachers will create, review and revise priority assessments.</li> </ol>
<b>Gauging Success/ Success Indicators</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> <li>1. By the end of July 2024, HMH Math teachers will use time to continue Curriculum Map work and review priority assessments.</li> <li>2. Each quarter edits and additions will be made to existing Math and Reading curriculum maps to reflect ongoing work.</li> <li>3. Observations of horizontally aligned curriculum and implementation through informal walkthroughs and formal observations.</li> </ol>
<b>Resources</b> (Needed & Utilized)	<ol style="list-style-type: none"> <li>1. Time in PLC to revisit and add to curriculum maps</li> <li>2. Access to curriculum and digital files</li> </ol>
<b>Cadence of Accountability</b>	<ol style="list-style-type: none"> <li>1. Post Observation conversations</li> <li>2. Administration meetings and follow up</li> </ol>

## COMMITMENT 2

### Our Commitment

<b>What is the DCIP priority that your building is aligning with?</b>	<i><b>Provide a MTSS (multi-tiered system of supports) for behavior and attendance that cultivates wellness and safety for students, staff and families.</b></i>
<b>What is one commitment we will promote for 2024-25?</b>	LES Staff commits to decreasing the percentage of students who are chronically absent.
<b>SMART Goal Lag Measure</b> (Tell you if you've achieved the goal/Summative Assessment)	By June of 2025, Chronic Absenteeism (defined as missing more than 10% [18 days] per year) will decrease by 5% from 28% of students to 23% per NYSED Level 1 Data.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by accessible data?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Chronic absence can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school. When students improve their attendance rates, they improve their academic prospects and chances for graduating.</p> <p>School absenteeism is proven to exacerbate social class differences in academic development among young children. Missing school in the early grades has a more powerful influence on literacy development for low-income students than it does for their more affluent peers. Currently, there is a significantly greater level of chronic absenteeism among our PK and Kindergarten students which is ill--preparing them for successful later years in our high poverty school district.</p> <p>To empower each Liberty student to contribute and thrive we must help the student and their families understand the importance of attending school each day, and conditions of learning must be present to ensure all students have access to an equal opportunity to learn. Systems-level strategies, including proactively involving students and families, collecting and reporting data, building strategic partnerships across public agencies and community-based partners, providing training and support and taking a problem-solving, non-punitive approach to attendance improvement can result in meaningful and lasting positive change for communities.</p>

### Key Strategies and Resources: What strategies will we pursue as part of this commitment?

Key Strategy 1	
<b>Strategy</b>	Establish attendance protocols and implement them schoolwide.
<b>Methods (Action Steps)</b>	1. The attendance protocols outlining what the Teacher responsibilities,

	<p>Counselor responsibilities, Admin responsibilities, and Nurse responsibilities are in regards to attendance will be updated and reshared.</p> <ol style="list-style-type: none"> <li>a. Addition of communication</li> <li>2. Communicate attendance policy in plain language to all stakeholders</li> <li>3. Enforce the attendance excuse policies</li> <li>4. Implement and improve the MTSS behavior process for students with poor attendance</li> <li>5. Create and implement procedures for student and family notifications for attendance concerns               <ol style="list-style-type: none"> <li>a. Absent letters</li> <li>b. Early dismissal and late arrival letters</li> <li>c. Parent Square Attendance Notifications</li> </ol> </li> <li>6. <b>Create and implement AIS attendance protocol.</b></li> <li>7. <b>Create a communication protocol regarding staff daily attendance.</b></li> </ol>
<p><b>Gauging Success/ Lead Measures</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)</p>	<ol style="list-style-type: none"> <li>1. By August 25, 2024 - there will be a simple language attendance policy uploaded with a parent acknowledgement on Parent Square.</li> <li>2. Opening day faculty meeting will present an updated Attendance duties document.</li> <li>3. By September 20, 2024, 9 day and 18 day attendance letters will be drawn up and approved for use.</li> <li>4. By September 20, 2024, 9 day and 18 day tardy and early dismissal letters will be drawn up and approved for use.</li> <li>5. At the beginning of the school year all parents will sign that they have read and that they acknowledge the Board of Education Attendance policy stating that they must call the district within 24 hours of a student's absence and send the student back to school with a written excuse.</li> <li>6. Starting in September, all teachers will enforce the absenteeism note policy within their classrooms.</li> <li>7. Starting in September, when students are absent more than 3 days in a row, the school nurse will contact parents to determine why the student is out of school.</li> <li>8. Starting in September, when a student has missed 9 days of school, the administration will send home a 9 day attendance letter.</li> <li>9. Starting in September, when a student has missed 18 days of school, the administration will send home a 18 day attendance letter.</li> <li>10. Starting by the end of September, when a student has missed 18 days of school, the student will be referred to the MTSS behavior team.</li> <li>11. Starting in September Student attendance letters and MTSS steps will be updated in the LES Attendance Data Document.</li> </ol>
<p><b>Resources</b> (Needed &amp; Utilized)</p>	<ol style="list-style-type: none"> <li>1. Time to meet with appropriate staff to update and consult in regards to the attendance procedures.</li> <li>2. Time on the opening conferences to share attendance policy and duties with all staff members.</li> <li>3. Access to technology for creation and distribution of policy.</li> <li>4. MTSS Behavior meetings.</li> </ol>

	5. Guidance from applicable advisory positions to aid in the process (Ex: RPC or inhouse staff)
<b>Cadence of Accountability</b>	1. MTSS Behavior meeting notes 2. Attendance Announcements 3. Administrative weekly meetings for follow up

<b>Key Strategy 2</b>	
<b>Strategy</b>	Celebrate student attendance and punctuality
<b>Methods</b> (Action Steps)	1. Individual student attendance brag tags. <ul style="list-style-type: none"> <li>a. Explore ways to improve already established brag tag procedures.</li> </ul> 2. Monthly attendance recognition at Character Count Assemblies. 3. Attendance announcements regarding daily attendance. 4. Classroom missions will include an attendance component.
<b>Gauging Success/ Lead Measures</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)	1. Starting in September, Administration will communicate the prior day's daily attendance rate to the building using a daily end of the day attendance PA shout out. 2. By the first character counts awards in October, Attendance brag tags will become part of the ceremony's expected routine. 3. By October, classrooms will celebrate "near perfect" monthly attendance achievements with small classroom celebrations. 4. By the end of September, visible signage will be displayed to communicate tardiness and the expectation for students to be checked in for a late pass.
<b>Resources</b> (Needed & Utilized)	1. A school criteria reshared with staff as to what the requirements are for a student monthly attendance brag tag. 2. Signage will need to be purchased 3. Designated routine time will need to be scheduled to make daily announcements and check daily attendance rates.
<b>Cadence of Accountability</b>	1. Daily Attendance Announcements 2. Weekly Administrative Meetings 3. Frequency of Behavior MTSS meetings due to attendance 4. Counseling PLC meetings

<b>Key Strategy 3</b>	
<b>Strategy</b>	Educate and empower students and parents to help solve issues preventing students from attending school regularly and on-time.
<b>Methods</b> (Action Steps)	1. Attendance flyers in English and Spanish.



	<ol style="list-style-type: none"> <li>2. Reaching out to Spanish speaking parents through translation.</li> <li>3. <b>Outside sign telling parents their student is late and to come inside and sign-in the student.</b></li> <li>4. <b>Create an action plan for targeting attendance in the home as well as through community methods</b> <ol style="list-style-type: none"> <li>a. Walking bus stops?</li> <li>b. Calling and logging parent communication</li> <li>c. Communication for doctors, churches, sports activities</li> </ol> </li> <li>5. Continue direct instruction of Leader In Me at designated times, while continuing to imbed concepts through interdisciplinary opportunities.</li> </ol>
<b>Gauging Success/ Lead Measures</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> <li>1. By August 30, 2024, attendance flyers in English and Spanish will be printed out and ready to hand out to parents at Kindergarten Orientation and to go home with PK students the first week.</li> <li>2. On open house, attendance will be a part of all open house presentations (especially at PreK and K).</li> <li>3. By October 15th, the main office will have signage in English and Spanish for daily tardies.</li> <li>4. By December 15, 2024, the Building Lighthouse Team will explore the idea of walking bus stops and what might be feasible</li> <li>5. By August 30, 2024 a google sheet will be shared among administration and nurse to log parent communication regarding student attendance</li> <li>6. <b>By October 30th local doctors, places of worship, and sports leaders will be contacted to encourage them speak to the importance of attendance in school</b></li> </ol>
<b>Resources</b> (Needed & Utilized)	<ol style="list-style-type: none"> <li>1. Printing for Flyers about attendance</li> <li>2. Sign to place outside</li> </ol>
<b>Cadence of Accountability</b>	<ol style="list-style-type: none"> <li>1. Observations</li> <li>2. Weekly and daily attendance rates</li> </ol>

## COMMITMENT 3

### Our Commitment

<b>What is the DCIP priority that your building is aligning with?</b>	The district will create a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.
<b>What is one commitment we will promote for 2024-25?</b>	LES commits to increase student involvement and leadership in academic and cultural initiatives which influence the building success.
<b>SMART Goal Lag Measure</b> (Tell you if you've achieved the goal/Summative Assessment)	Given the Leader in Me framework, by May 2025, the LiM MRA (given to 4th grade students, Staff, and Parents) scale score will increase from 75 to a 78.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by accessible data?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>The LES Mission Statement states : <i>"The mission of the Liberty Elementary School is to educate, inspire and empower all students in partnership with staff, parents and community members."</i></p> <p>We believe all of our students deserve a community centered environment, in which they feel welcome and they are an intricate part of the culture of the school. We also believe the parents of our students must feel like they are a welcomed and involved part of the team and that Liberty Elementary School is a central part of their community.</p> <p>We believe in cultivating all students' potential beyond their wildest imagination through providing leadership opportunities for students in and out of the classroom.</p>

### Key Strategies and Resources: What strategies will we pursue as part of this commitment?

Key Strategy 1	
<b>Strategy / LEAD MEASURE</b>	Implement and use student centered Leader in Me Portfolios in K-4 to increase student led conferences and presentation opportunities.
<b>Methods</b> (Action Steps) -	<ol style="list-style-type: none"> <li>1. K-4 will utilize hard copy binders to organize portfolios, <b>4th grade will move towards digital throughout the year.</b></li> <li>2. Leader in Me Coordinator will continue to send reminders for adding elements to the portfolios.</li> <li>3. Opening day reminder for portfolios.</li> <li>4. Opening day explanation of student led conference understanding</li> </ol>

	<p>and expectations.</p> <p><b>5. The Leadership/Culture team will explore a portfolio presentation day with parents/guardians in the spring of 2025.</b></p> <p><b>6. Adopt and adapt a student lead conference protocol</b></p> <p style="padding-left: 40px;"><b>a. Classroom pairs for sharing</b></p>
<b>Gauging Success</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> <li>1. By the end of September New Teachers will have initial mentoring on Leader in Me portfolios, organization and how to incorporate it into their classroom throughout the year.</li> <li>2. By December all students will have a producible student portfolio with some initial elements added.</li> <li>3. By May students will be able to speak to their data and leadership using the portfolios.</li> <li>4. By January 30, 2025 Leadership Team will plan out the portfolio presentation day</li> </ol>
<b>Resources</b> (Needed & Utilized)	<p>Leadership portfolio resources</p> <p><a href="#">K-2 Editable WIG Form</a>   <a href="#">3-8 Editable WIG Form</a></p> <p><a href="#">Reading Goal Shopping List</a>   <a href="#">Math Goal Shopping List</a></p> <p>Leadership portfolio slideshow presentation</p>
<b>Cadence of Accountability</b>	<ol style="list-style-type: none"> <li>1. MTSS Check-ins with grade levels, as MTSS time is used to discuss student achievement and portfolios.</li> <li>2. Classroom observations</li> </ol>

<b>Key Strategy 2</b>	
<b>Strategy / LEAD MEASURE</b>	Continue to implement student academic and personal WIG creation with a focus on improving accountability and the celebration of progress.
<b>Methods</b> (Action Steps) -	<ol style="list-style-type: none"> <li>1. Master schedule with designated SEL time.</li> <li>2. ELA and Math academic WIGs.</li> <li>3. Accountability partners and procedures for tracking lead measures.</li> <li>4. Celebration plan for classroom students as collective lead measure accomplishments.</li> <li>5. Track lead measure data weekly</li> <li>6. Informal “student led conference”</li> <li>7. Visual representation of scoreboards in grade level hallways.</li> <li>8. Growth on HMH and STAR assessments</li> <li>9. Celebrations in classrooms correlated to the Lead Measure progress.</li> <li>10. Increased visual celebrations using the Lobby TV and shared pictures from celebrations.</li> </ol>
<b>Gauging Success</b> (High Leverage	<ol style="list-style-type: none"> <li>1. DESSA Lessons for the competency of “Self-Management” will be used by all classroom teachers for tier 1, 2 &amp; 3 lessons.</li> </ol>

actions/activities that can accomplish methods/Formative Assessment)	<p>Grade levels will use the Self-Management competency data in September '24 from the spring 2023-24 benchmark as a baseline, and data point, to assess growth in 'self-management' as it relates to student's WIG development work.</p> <p>(Self-management- The ability to manage emotions and behaviors across different situations and environments and to demonstrate agency as one works to set and achieve personal and collective goals.)</p> <ol style="list-style-type: none"> <li>By the end of October, all students will create ELA and Math academic WIGs.</li> <li>By the end of October, all students will create ELA and Math academic WIGs.</li> <li>By November 15th, all students will have accountability partners and follow procedures for tracking lead measures.</li> <li>By November 15th, all staff will implement a celebration plan for classroom students as collective lead measure accomplishments are recognized.</li> <li>By the end of November all classrooms will track lead measure data weekly following school wide expectations.</li> <li>After each benchmark assessment, all students will review their growth in an informal "student led conference" with an appropriate staff member and adjust their goals if needed.</li> <li>By December, WIG celebration material will be added to the Lobby TV for celebration.</li> </ol>
<b>Resources</b> (Needed & Utilized)	<ol style="list-style-type: none"> <li>Lobby TV</li> <li>Pictures from staff (system for easy sharing)</li> <li>Bulletin board material</li> <li>Scoreboard templates</li> </ol>
<b>Cadence of Accountability</b>	<ol style="list-style-type: none"> <li>Observations around the building in hallway, lobby, and classrooms</li> <li>MTSS meeting check ins with grade levels</li> </ol>

Key Strategy 3	
<b>Strategy / LEAD MEASURE</b>	Student led leadership opportunities offerings at classroom and schoolwide levels.
<b>Methods</b> (Action Steps)-	<ol style="list-style-type: none"> <li>Students will have leadership opportunities in assemblies and events - one in school event and one outside school event each quarter.</li> <li>Student leadership opportunity board will display current opportunities throughout the year.</li> <li>Student representatives will be established.</li> <li>Student representatives will be invited and attend monthly culture meetings.</li> <li>Safety team applications will be created and 4th grade students will</li> </ol>

	<p>have the opportunity to apply bi-yearly.</p> <p>6. Each classroom will develop one to two leadership roles.</p> <p><b>7. Reorganization of open house to “student led tour”</b></p>
<p><b>Gauging Success</b> (High Leverage actions/activities that can accomplish methods/Formative Assessment)</p>	<ol style="list-style-type: none"> <li>1. By June 2025, 100% of Liberty Elem. school students will hold at least 1 schoolwide and/or classroom leadership role.</li> <li>2. By December 2024, LES will create a system for older students to sign up for leadership roles in the building.</li> <li>3. By December 2024, every event will have leadership positions offered to students.</li> <li>4. By October 2024 all classrooms will have developed and introduced one to two leadership roles</li> <li>5. By August 30th, 2024 a plan for “student led tour” open house will be developed</li> <li>6. By September 6, 2024 all teachers will be educated on the “student led tour” open house.</li> </ol>
<p><b>Resources</b> (Needed &amp; Utilized)</p>	<p>Leadership Role Subcollection</p> <p>Student-led Conference Resource Subcollection</p> <p>4 Disciplines of Execution, Discipline 4 subcollection</p> <p>Bulletin board materials</p>
<p><b>Cadence of Accountability</b></p>	<ol style="list-style-type: none"> <li>1. Reflection on events</li> <li>2. Display of “Job board”</li> </ol>