

Priority Document

Liberty Elementary School 2025-2026

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...

1. We will prioritize the ongoing development of a culturally responsive, engaging, and relevant PK-12 curriculum that is thoughtfully aligned both vertically and horizontally, strengthening connections with our students and community. This will be accomplished through the strengthening of our implementation of research-based strategies, including Explicit Direct Instruction (EDI), Specially Designed Instruction (SDI), the Science of Reading (HMH), station teaching, technology-driven and other engagement techniques, and a focus on planning, all aimed at addressing the diverse needs of every student.
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2. Provide a MTSS (multi-tiered system of supports) for academic, behavioral, social, and social/emotional well-being for students, staff and families.
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3. Provide a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.

COMMITMENT I

Our Commitment

<p>What is the DCIP priority that your building is aligning with?</p>	<p><i>We will prioritize the ongoing development of a culturally responsive, engaging, and relevant PK-12 curriculum that is thoughtfully aligned both vertically and horizontally, strengthening connections with our students and community. This will be accomplished through the strengthening of our implementation of research-based strategies, including Explicit Direct Instruction (EDI), Specially Designed Instruction (SDI), the Science of Reading (HMH), station teaching, technology-driven and other engagement techniques, and a focus on planning, all aimed at addressing the diverse needs of every student.</i></p>
<p>What is one commitment we will promote for 2025-26?</p>	<p>We will refine established curricula to ensure that it is meaningful, engaging, and connects to students' lives. By analyzing data, using effective teaching strategies and working together across all grade levels, we will meet the needs of every student and strengthen our connection with the community.</p>
<p>SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)</p>	<p>*Reading 2 - 5: By May of 2026, each grade level will improve 10% on proficiency from the fall 2025 baseline data to spring 2026 end of the year data as reported using NWEA.</p> <p>*Reading K - 2: By May of 2026, each grade level will improve 10% on proficiency from the fall 2025 baseline data to spring 2026 end of the year data as reported using NWEA.</p> <p>Math: By May of 2026, each grade level will improve 10% on proficiency from the fall 2025 baseline data to spring 2026 end of the year data as reported using NWEA for grades K-4.</p> <p>*Any 2nd grade students that took the STAR Reading test in the Spring of 2025 will take the Reading 2-5 test. All other students will take the Reading K-2 test.</p>
<p>Why are we making this commitment? <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 school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by accessible data?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<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 that implementing programs with fidelity through curriculum mapping—while also using data to guide individual instruction and promote student collaboration—is essential to achieving a</p>

	<p>rigorous, relevant, and cohesive PK–12 curriculum for all Tier 1, Tier 2, and Tier 3 students.</p> <p>According to the Spring 2025 STAR Reading 31.3% of students are considered <i>proficient (State Benchmark)</i>. According to STAR Early Literacy data, 44.2% of students were considered <i>Proficient (District Benchmark)</i>. We believe that implementing programs with fidelity through curriculum mapping—while also using data to guide individual instruction and promote student collaboration will directly influence the growth of students across grades PK - 4.</p> <p>According to the Fall 2025 STAR Math data, 37.4% of students in grades 1 - 4 were considered <i>Proficient (State Benchmark)</i>. We believe that teaching the new HMH Math programs with fidelity—while also using data to guide individual instruction and promote student collaboration 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	
Strategy / LEAD MEASURE	Teachers will utilize collaborative engagement learning strategies: stations/centers, skill work, real world problem solving.
Methods (Action Steps) -	<ol style="list-style-type: none"> 1. Encourage each grade level team to implement a lesson structure study centered around collaborative engagement learning strategies. 2. Engagement strategies will be tracked through administrative walk throughs. 3. Encourage participation in PD focused on the Six Shifts and Explicit Direct Instruction 4. Teachers will use PLC time to reflect on effectiveness and adjust instructional strategies based on formative assessment data
Gauging Success/ Success Indicators (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> 1. Informal classroom walkthroughs will reflect EDI strategies and engagement strategies. 2. PLC agendas and notes would reflect discussions around changes in instructional practices through the use of data protocols. 3. The results of lesson structure studies will be shared out building wide.
Resources (Needed & Utilized)	<ol style="list-style-type: none"> 1. HMH access online and via support professionals 2. Common Prep time in master schedule for grade levels to engage and collaborate in PLCs to analyze data

	<ol style="list-style-type: none"> 3. Appropriate technology. 4. Schedule adjustments for lesson structure studies
Cadence of Accountability	Grade-level and department teams will review student assessment data to identify learning gaps, adjust instruction, and implement targeted interventions in all PLCs meetings, using the District Data Protocol. These teams will share teaching strategies, classroom management techniques, and professional expertise to improve collective efficacy.

Key Strategy 2	
Strategy / LEAD MEASURE	All grade-level teams/departments will develop and implement at least 2 common formative assessments each quarter, for a total of 8 for the year, and 2 common summatives for the year with results analyzed during PLCs to inform instruction and ensure vertical and horizontal alignment (monitored via PLC documentation and assessment review logs).
Methods (Action Steps) -	<ol style="list-style-type: none"> 1. Teachers will use PLC time to reflect and discuss effectiveness and adjust instructional strategies based on formative assessment data. 2. Teachers will use this data to plan for individual instructional decisions; identify areas for reteaching and opportunities for enrichment. 3. Grade levels and content areas will create and or refine formative assessments aligned with curriculum maps. 4. Grade levels and content areas will create scoring rubrics to align with formative assessments.
Gauging Success/ Success Indicators (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> 1. Prior to Fall NWEA testing, consistent testing procedures will be created. 2. Non-evaluative observations of the MTSS meetings will reflect a working knowledge of student growth using new curriculum data points. 3. PLC agendas and notes would reflect discussions around changes in instructional practices through the use of data protocols. 4. By the end of June 2025, teachers will use time to continue Curriculum Map work and review priority assessments. Each quarter edits and additions will be made to existing Math and Reading curriculum maps to reflect ongoing progress including rubrics and scoring guides.
Resources (Needed & Utilized)	<ol style="list-style-type: none"> 1. Dedicated time to revisit and add to curriculum maps 2. Access to curriculum and digital files 3. Develop a set of protocols for all assessments and share out with faculty
Cadence of Accountability	<ol style="list-style-type: none"> 1. Post Observation conversations 2. Administration meetings and follow up

COMMITMENT 2

Our Commitment

What is the DCIP priority that your building is aligning with?	<i>Provide a MTSS (multi-tiered system of supports) for academic, behavioral, social, and social/emotional well-being for students, staff and families.</i>
What is one commitment we will promote for 2025-26?	LES Staff commits to utilizing the MTSS process to meet the needs of all students.
SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)	By June of 2026, the number of students identified as In need on DESSA from Fall to Spring assessment will decrease by 5%.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by accessible data?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>When students improve their well being, they improve their academic prospects and chances for graduating.</p> <p>Students' well-being has an impact on their academic achievement as well as attendance. Absenteeism directly correlates to academic success. 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.</p> <p>To empower each Liberty student to contribute and thrive we must help the student and their families achieve emotional well-being. 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	
Strategy	Data will be utilized by PLCs to determine, plan and implement tiered interventions and enrichments for all three tiers.
Methods (Action Steps)	<ol style="list-style-type: none"> 1. District data protocol will be used by all PLC teams 2. Each grade level will identify and use multiple data sources such as formative assessments, summative assessments, universal screeners, DESSA, and attendance 3. Grade level teams and departments will utilize post benchmark PLCs

	<p>to identify students in need of intervention</p> <p>4. Develop intervention plans and progress monitor</p>
Gauging Success/ Lead Measures (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> 1. The District data protocol will be reshared with facilitators prior to the first PLC and implementation expectations will be discussed. 2. Non-evaluative observations of the PLC meetings will reflect a working knowledge of student intervention needs based upon the data protocol implementation. 3. PLC agendas and notes would reflect discussions around identifying students in need of intervention through the use of the District data protocol. 4. PLC agendas and notes would reflect discussions around the development of intervention plans and progress monitoring.
Resources (Needed & Utilized)	<ol style="list-style-type: none"> 1. Common Prep time in master schedule for grade levels to engage and collaborate in PLCs to analyze data, create intervention plans, and progress monitor. 2. Incremental implementation of LinkIt's Intervention manager.
Cadence of Accountability	<ol style="list-style-type: none"> 1. PLC meeting notes 2. Quarterly reporting by Facilitators on the progress of student interventions 3. Administrative weekly meetings for follow up

Key Strategy 2	
Strategy	DESSA data will be used by guidance and clinical staff, student support teams, and classroom teachers for small group SEL interventions to address behavior, attendance and achievement.
Methods (Action Steps)	<ol style="list-style-type: none"> 1. Clinical staff and teachers will review DESSA results after each administration window to identify students in need of support. 2. MTSS Recommendations for clinical small group sessions based on DESSA results 3. Clinical staff will implement small group lessons based upon the identified competencies and set goals 4. Classroom tier 2 interventions to target class DESSA data 5. Track attendance and behavior data alongside SEL progress 6. Follow district attendance protocols 7. Utilize parent square to engage parents throughout the process and provide support resources
Gauging Success/ Lead Measures (High Leverage actions/activities that can	<ol style="list-style-type: none"> 1. Non-evaluative observations of the MTSS meetings will reflect a working knowledge of DESSA 2. Informal Walkthroughs will reflect tier 2 interventions based upon DESSA data

<p>accomplish methods/Formative Assessment)</p>	<ol style="list-style-type: none"> 3. Clinical Team weekly meeting agendas will reflect discussions around small group interventions, lessons, and progress monitoring 4. 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. 5. By the first character counts awards in October, Attendance brag tags will become part of the ceremony's expected routine. 6. By October, classrooms will celebrate "near perfect" monthly attendance achievements with small classroom celebrations. 7. By August 25, 2025 - the simple language attendance policy will be reshared with a parent acknowledgement on Parent Square. 8. Opening day faculty meeting will re-present the updated Attendance duties document. 9. 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. 10. Starting in September, all teachers will enforce the absenteeism note policy within their classrooms. 11. 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. 12. Starting in September, when a student has missed 9 days of school, the administration will send home a 9 day attendance letter. 13. Starting in September, when a student has missed 18 days of school, the administration will send home a 18 day attendance letter. 14. 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. 15. Starting in September Student attendance letters and MTSS steps will be updated in the LES Attendance Data Document.
<p>Resources (Needed & Utilized)</p>	<ol style="list-style-type: none"> 1. Time to meet with appropriate staff to update and consult in regards to the attendance procedures. 2. Time on the opening conferences to re-share attendance policy and duties with all staff members. 3. MTSS Behavior meetings. 4. Incremental implementation of LinkIt's Intervention manager. 5. Access to Aperture Lessons
<p>Cadence of Accountability</p>	<ol style="list-style-type: none"> 1. Daily Attendance Announcements 2. Weekly Clinical Team Meeting Agendas 3. Quarterly reporting by clinical staff on students' progress towards their goals. 4. DESSA results reported after each implementation

COMMITMENT 3

Our Commitment

What is the DCIP priority that your building is aligning with?	<i>Provide a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.</i>
What is one commitment we will promote for 2025-26?	LES commits to increase student involvement and leadership in academic and cultural initiatives which influence the building success.
SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)	Given the Leader in Me framework, by May 2026, the LiM MRA (given to 4th grade students, Staff, and Parents) scale score will increase from 76 to a 78.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by accessible data?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<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	
Strategy / LEAD MEASURE	Teachers will implement student led practices (student led conferences, voice & choice, personalization).
Methods (Action Steps) -	<ol style="list-style-type: none"> 1. Refine student led Open House 2. Refine student led Character Counts awards ceremony 3. Student voice and choice will be embedded into curriculum units through project-based learning, stations, independent work options, and differentiated instruction.

	<ol style="list-style-type: none"> Students will continue to prepare leadership binders, set goals, track progress, and reflect on their growth regularly based on NWEA and classroom data.
Gauging Success (High Leverage actions/activities that can accomplish methods/Formative Assessment)	<ol style="list-style-type: none"> Facilitators along with administration will refine student-led Open House at September Facilitator Meeting PLC agendas and notes would reflect discussions around changes in instructional practices to increase student voice in lessons Students will create WIGS based on STAR Reading and Math testing 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. By December all students will have a producible student portfolio with some initial elements added. By May students will be able to speak to their data and leadership using the portfolios. By January 30, 2025 Leadership Team will plan out the portfolio presentation day
Resources (Needed & Utilized)	<ol style="list-style-type: none"> Leadership portfolio resources K-2 Editable WIG Form 3-8 Editable WIG Form Reading Goal Shopping List Math Goal Shopping List Leadership portfolio slideshow presentation Dedicated time to revisit and add to curriculum maps Access to curriculum and digital files
Cadence of Accountability	<ol style="list-style-type: none"> MTSS Check-ins with grade levels, as MTSS time is used to discuss student achievement and portfolios. Informal classroom walkthroughs

Key Strategy 2	
Strategy / LEAD MEASURE	Parent Square will be used by teachers weekly to increase communication with families.
Methods (Action Steps) -	<ol style="list-style-type: none"> Teachers will interact with parent square weekly Parent square can be used for direct messages, classroom posts, forms, sign ups, and other communication Training and refreshers will be offered to staff to support clear accessible communication
Gauging Success (High Leverage actions/activities that can accomplish	<ol style="list-style-type: none"> Administration will pull teacher Parent Square usage weekly

methods/Formative Assessment)	
Resources (Needed & Utilized)	1. District Instructional Coach
Cadence of Accountability	1. Weekly data pull from Parent Square