



District Comprehensive Improvement Plan

2026-27

District	Superintendent
Liberty Central School District	Dr. Patrick Sullivan

Collaboratively Developed By:

The Liberty Central School District DCIP Development Team Members

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And in partnership with the staff, students, and families of Liberty Middle School

Section I: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: <i>What is the District's definition (vision) for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	<u>Vision:</u> In Liberty Central School District, every student engages in rigorous, meaningful learning every day. Teachers design lessons anchored in grade-level standards, grounded in clear learning targets and essential questions that make the purpose of learning visible to students. Instruction maintains high cognitive demand: students are regularly asked to reason, make sense of problems, and explain their thinking, and teachers intentionally resist the urge to over-scaffold or do the thinking for them. Students explain their understanding through structured verbal and written responses, build on the ideas of their peers, and respond to questions designed to press for reasoning rather than recall. Teachers use ongoing formative checks to keep instruction responsive to student thinking in real time. For students with identified needs, instruction is designed so that access to grade-level content is never traded for reduced rigor: specialized supports are integrated in ways that preserve the cognitive demand of the task.
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Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instructional coaches**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- **Invest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone trainings.

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Provide protected time, resources, and district-level training	The district will establish master schedule guidelines to prioritize	<u>Process Indicators:</u>

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for Professional Learning Communities (PLCs).	common planning time for PLCs across all buildings. The district will design and provide ongoing training for PLC facilitators on the District Data Protocol and the creation of Common Formative/Summative Assessments (CFAs/CSAs).	100% of PLC facilitators will complete district-led data protocol training by January 2027. The district will verify master schedule alignment for common planning time by August 2026. Outcome Goal: A 5% district-wide increase in NWEA Fall to Spring ELA and Math proficiency.
Align district grading and homework policies with collaborative assessment design.	The district will provide professional development to building leaders on evaluating homework as a leading indicator of student independence. The district will curate a centralized bank of high-quality, standard-aligned tasks to reduce the burden on teachers creating homework assignments.	100% of building leadership teams will complete a district-led homework and grading policy review by January 2027. Outcome Goal: A 5% decrease in overall grade level course failures within the middle school and high school.

District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation supports so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.
- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Train and calibrate building leaders on a unified instructional walkthrough protocol.	The district will design an approved walkthrough protocol emphasizing Explicit Direct Instruction (EDI) and Specially Designed Instruction (SDI). District administration will conduct bi-annual inter-rater reliability calibration walks alongside building principals to ensure consistent, formative feedback is provided to teachers.	<u>Process Indicators:</u> 100% of building administrators will participate in monthly district-led calibration walkthroughs. District logs will verify buildings are meeting the target of 5 walkthroughs per week. <u>Outcome Goal:</u> 85% of walkthroughs will demonstrate consistent application of EDI/SDI practices, leading to a 5% district-wide increase in NWEA Fall to Spring ELA and Math proficiency.

District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.

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- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.
- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.
- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, supports, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Fund and manage centralized data systems and communication platforms to support MTSS and attendance.	The district will fully fund, maintain, and provide technical training for the LinkIt data dashboard, DESSA screeners, and ParentSquare platforms. The district will establish uniform referral pathways for clinical teams and coordinate district-wide translation services so schools can communicate consistently with families regarding chronic absenteeism.	<u>Process Indicators:</u> 100% of instructional and clinical staff will be onboarded to LinkIt and ParentSquare by September 2026. District dashboard will show 100% of buildings completing quarterly DESSA screenings.

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		<u>Outcome Goal:</u> A 5% reduction in chronic absenteeism and targeted Tier 2/3 SEL interventions for 100% of at-risk students.

District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.
- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.
- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.
- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation supports** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.

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- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Standardize a non-punitive, welcoming attendance response framework using a phased rollout.	The district will codify and establish clear, uniform expectations (framework) across all buildings for handling student lateness, absences, and school re-entry and embed it into MTSS plans. Move communication tools (ParentSquare) to a supporting role to execute this welcoming outreach.	<u>Process Indicators:</u> 100% of building leadership teams and guidance teams briefed on the framework by September 2026. A 2.5% reduction in chronic absenteeism district wide by mid-year. <u>Outcome Goal:</u> A 5% reduction in chronic absenteeism district wide by year end.

Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (required)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, **MUST** be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps AND the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

*We recognize that Liberty Central School District exhibits a high concentration of instructional staff with low building-level tenure, with **23% of teachers district-wide having been at their specific school for only 1–2 years (24% at Liberty Elementary, 20% at Liberty Middle School, and 25% at Liberty High School)**. To mitigate this staffing inequity and ensure systemic instructional coherence, we will stabilize teacher capacity and student outcomes by embedding targeted district support directly within existing collaborative frameworks.*

Inequity	High concentration of 1–2 year teachers across campuses	
Actions to reduce the Data Gap	Person Responsible	When
<u>District Induction & Mentorship Program:</u> District will fund and coordinate a comprehensive two-year mentoring program specifically for new teachers. This includes assigning and compensating veteran mentor teachers to reduce early-career isolation.	District Office	Throughout the school year
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
<u>Targeted Onboarding:</u> District will provide a two day new teacher orientation with specialized, differentiated onboarding sessions for first year teachers focusing explicitly on district curriculum	District Office	Prior to the school year starting

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Inequity	High concentration of 1–2 year teachers across campuses	
Actions to reduce the Data Gap	Person Responsible	When
maps and MTSS referral pathways, preventing them from having to interpret standards or navigate discipline systems independently. Executing clear referral pathways to address student behavioral and academic needs early.		

Districts with inequities related to the following data points MUST have a plan to mitigate the identified inequity.

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- % of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Feel free to copy and paste the table for each Inequity being addressed.

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

*We recognize that Liberty Central School District faces data indicating ongoing challenges with student attendance and behavior, specifically reflected in our **attendance performance index**, **in-school suspension rate**, and **out-of-school suspension rate**, which directly impact student engagement and success. To mitigate this enrollment and participation inequity, we will stabilize student attendance and maximize achievement by embedding targeted behavioral and attendance supports directly within our core frameworks of MTSS, PLCs, Curriculum Mapping, and Walkthrough cycles. By achieving alignment across these frameworks, we strive to ensure that every student gets the support they need to thrive in a diverse community.*

Inequity	Attendance performance index, in-school suspension rate, and out-of-school suspension rate	
Actions to reduce the Data Gap	Person Responsible	When
<u>District-wide Restorative Practices Training:</u> The district will implement a centralized "Behavior and Attendance Auditing Protocol." The district office will review suspension and chronic absenteeism data quarterly and supply insights to building level leadership	District Office	Quarterly throughout the 2026-2027 school year

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Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Systemic MTSS/AIS Period Funding: The district will mandate and fund MTSS/AIS (or for the MS WINN- What I Need Now) periods within the master schedule in each building, ensuring dedicated time exists within the school day for Tier 2 and/or Tier 3 behavioral and academic interventions without removing students from core instruction.	District Office	Summer 2026

Feel free to copy and paste the table for each Inequity being addressed.

Funding Inequity (optional)

Districts that would like to leverage Title I, 1003 School Improvement Funding to explore how to better equitably distribute resources across the district should complete this section below. This section is optional.

Inequity Addressed: Funding and Teacher Retention (reduce turnover)

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this action entail?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Targeted, Job-Embedded Professional Development & Platform Integration within the district's frameworks: Professional Learning Communities (PLCs), Curriculum Maps, Explicit Direct Instruction (EDI) & Specially Designed Instruction (SDI) methods, Multi-tiered Systems of Support (MTSS), Social Emotional Learning (via Leader in Me)	PLC Support: <i>Solution Tree, Magnolia, or another vendor</i> to anchor data-driven teacher collaboration and authentic PLCs. Curriculum Mapping: <i>EduPlanet</i> to update and enhance curriculum maps formatted with EDI/SDI aligned, non-negotiable practices to reach a guaranteed and viable curriculum. EDI & SDI Framework: <i>Eric Sheninger</i> to coach equity-driven, student-centric (engaging) digital-age, culturally responsive pedagogy. MTSS Platform: <i>LinkIt Intervention Manager</i> to unify data tracking and strengthen district and building MTSS processes.	<u>Goal:</u> To deepen instructional capacity, build systemic coherence, and support early-career teacher retention by removing the stress of disconnected initiatives. <u>Data Collected:</u> PLC data cycle artifacts and common formative assessment (CFA) logs. <i>LinkIt</i> MTSS dashboards and behavioral intervention completion rates. District-wide walkthrough data aligned to EDI and SDI the

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	SEL Integration: <i>Leader in Me</i> to build school climate, student agency, and combat absenteeism.	LCSD Non-Negotiable Instructional Practices. Annual Triangle Survey data regarding teacher stress and initiative clarity. <u>Improvement Target:</u> 5% increase in teacher perception of support from the Annual Triangle Survey data. 5% reduction in teacher turnover rates among educators with fewer than 3 years of experience.

Feel free to copy and paste the table for each Inequity being addressed.