

Priority Document

Liberty Elementary School 2026-2027

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.
 - a.
2. Provide a MTSS (multi-tiered system of supports) for academic, behavioral, social, and social/emotional well-being for students, staff and families.
 - a.
3. Provide 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>Our building is aligning with the district's core priority to establish high-functioning Professional Learning Communities (PLCs). We are committing to protected common planning time, utilizing district data protocols, and implementing collaborative formative and summative assessment strategies. Through targeted training and aligned grading and homework practices, our focus remains on using evidence-based instruction to build student independence while reducing administrative burden on our teachers.</i>
What is one commitment we will promote for 2026-27?	We commit to protecting dedicated planning and collaboration time for our staff. By grounding our school policies and daily practices in what best serves our team and students, we leverage data and cross-grade alignment to drive meaningful outcomes for every learner and our community.
SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)	Reading K - 4: By May of 2027, each grade level will improve 5% on proficiency from the fall 2026 baseline data to spring 2027 end of the year data as reported using NWEA. Math: By May of 2027, each grade level will improve 5% on proficiency from the fall 2026 baseline data to spring 2027 end of the year data as reported using NWEA for grades K-4.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	We are making this commitment to ensure our teachers have the protected time and professional resources necessary to fulfill our mission of empowering each student to pursue their potential. While spring data shows strong growth percentiles at LES—71st in Math and 59th in Reading—our overall achievement levels (47th percentile in Math and 38th in Reading) indicate a need for more consistent, data-driven collaboration to close achievement gaps. By establishing master schedule guidelines for Professional Learning Communities (PLCs) and training facilitators on the District Data Protocol, we create a structure where teachers can collectively analyze results from Common Formative Assessments to adjust instruction in real-time. This commitment is the "right" pursuit because it transforms data into actionable instructional strategies, directly supporting our goal of a 5% district-wide increase in NWEA proficiency.

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

Key Strategy 1	
Strategy / LEAD MEASURE	All grade levels will receive dedicated, protected time to design and refine common assessments. Teams should collaborate closely during planning to ensure instructional timelines remain aligned.
Methods (Action Steps) -	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. Teachers must use the Eduplanet platform as the central hub for all curriculum resources. Grade-level teams will rely on the platform for essential questions, learning targets, exit tickets, summative and formative assessments to guarantee alignment across the grade-level. 4. Grade level facilitators will participate in district provided training for District Data Protocol and creating assessments. 5. To ensure school-wide curriculum continuity, teachers will conduct quarterly vertical alignment meetings. These sessions will focus on cross-grade collaboration, vocabulary alignment, and ongoing check-ins with department facilitators.
Gauging Success/ Success Indicators (High Leverage actions/activities that can accomplish methods/Formative Assessment)	1. PLC agendas and notes would reflect discussions around changes in instructional practices through the use of data protocols. 2. By the end of June 2027, teachers will use time to ensure that Curriculum Map work is completed. Each quarter edits and additions will be made to existing Math and Reading curriculum maps to reflect ongoing progress including rubrics and scoring guides. 3. To support data-driven collaboration, teachers will enter assessment results into LinkIt promptly, utilizing the system's charts and analytics to guide team planning.
Resources (Needed & Utilized)	1. Common Prep time in master schedule for grade levels to engage and collaborate in PLCs to analyze data 2. Access to Eduplanet and Linkit 3. A document detailing quarterly, cross-grade collaboration time for

	all grade levels and departments.
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 will collaborate to define a clear homework rationale that supports vertical alignment across LES, culminating in a unified school-wide homework policy framework by June 2027.
Methods (Action Steps) -	1. Discussions at PLC's for horizontal alignment and understanding of what each teacher is currently doing for homework and grading policies. 2. Mid year and End of year check in at Facilitator meetings for vertical alignment to determine if the rigor is progressing throughout the grade levels. 3. Ground conversations in Leader in Me to help with the rationale of why we are giving homework.
Gauging Success/ Success Indicators (High Leverage actions/activities that can accomplish methods/Formative Assessment) 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.	1. PLC agendas and notes would reflect discussions around current homework practices and grading policies.
Resources (Needed & Utilized)	1. Grade-level specific research on homework rigor and effectiveness. 2. Grade level document to gather information about homework.
Cadence of Accountability	1. Documentation updated quarterly.

COMMITMENT 2

Our Commitment

What is the DCIP priority that your building is aligning with?	<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>
What is one commitment we will promote for 2026-27?	We will refine established curricula to ensure that it is meaningful, engaging, and connects to students' lives. By analyzing data, using effective EDI teaching strategies and working together across all grade levels, we will meet the needs of every student and strengthen our connection with the community.
SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)	Reading K - 4: By May of 2027, each grade level will improve 5% on proficiency from the fall 2026 baseline data to spring 2027 end of the year data as reported using NWEA. Math: By May of 2027, each grade level will improve 5% on proficiency from the fall 2026 baseline data to spring 2027 end of the year data as reported using NWEA for grades K-4.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • How does this commitment fit into the school's vision? • Why did this emerge as something to commit to? • In what ways is this commitment influenced by accessible data? • What makes this the right commitment to pursue? • How does this fit into other commitments and the school's long-term plans?	This commitment emerged from our vision of high-quality, Tier 1 instruction where every student engages in meaningful, high-cognitive-demand learning every day. 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. Data indicates that while LES students are making significant progress, achievement remains below the 50th percentile across grades. To move more students toward proficiency, we must reduce instructional variability by implementing a unified walkthrough protocol centered on Explicit Direct Instruction (EDI) and Specially Designed Instruction (SDI). This commitment ensures that for students with identified

	needs, access to grade-level content is never traded for reduced rigor. By calibrating our leadership teams to provide consistent, formative feedback, we ensure that 85% of walkthroughs reflect these high-quality strategies, which is essential for reaching our academic growth targets.
--	---

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

Key Strategy 1	
Strategy	Teachers will continue to implement lessons using EDI strategies following the curriculum maps housed on EduPlanet.
Methods (Action Steps)	1. Teachers will have scheduled time (conference days, after school hours, sub coverage days) by grade level/department to update curriculum maps to relative completion. 2. Teachers will reference curriculum maps during grade level common planning times. 3. Teachers will create Tier 1 lesson plans following EDI strategies and framework. 4. Teachers will create Tier 2 lesson plans using classroom data on LinkIt as reviewed and analyzed at PLC.
Gauging Success/ Lead Measures (High Leverage actions/activities that can accomplish methods/Formative Assessment)	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.
Resources (Needed & Utilized)	1. Common Prep time in master schedule for grade levels to engage and collaborate in PLCs to analyze data, create lesson plans, and common assessments. 2. Incremental implementation of LinkIt's Intervention manager.
Cadence of Accountability	1. PLC meeting notes 2. Administrative weekly meetings for follow up

COMMITMENT 3

Our Commitment

What is the DCIP priority that your building is aligning with?	<i>By building strong, meaningful relationships with students and families, we will create a learning environment where every student feels supported, safe, valued, and respected. We will</i>
--	---

	<i>use data to inform our instruction, monitor student progress, and make decisions that ensure all students have the support they need to succeed.</i>
What is one commitment we will promote for 2026-27?	LES commits to increase student and family involvement through cultural and leadership initiatives which influence building success.
SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)	Given the Leader In Me Framework, by May 2027, the LiM MRA (given to 4th grade students, Staff, and Parents) scale score will increase 77 to 79.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	Creating a community where every student thrives requires a comprehensive Multi-Tiered System of Supports (MTSS) that addresses both academic and social-emotional needs. Spring DESSA data for LES shows that between 5% and 13% of students across grade levels currently demonstrate a "Need for Instruction" in social-emotional competencies. By funding centralized data systems like LinkIt and the DESSA screener , we can identify these students early and provide targeted Tier 2 and 3 interventions. This commitment fits into our broader school culture goals by ensuring that every student has the behavioral and emotional support they need to remain engaged in the classroom, thereby fostering the "trust and courage" defined in our district vision.

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

Key Strategy 1	
Strategy / LEAD MEASURE	LES will review DESSA data and Link-It reports in order to identify students' needs and support every student efficiently to improve attendance and behavioral needs by ensuring timely interventions.
Methods (Action Steps) -	1. DESSA data will be reviewed 3 times a year with each grade level 2. During MTSS meetings, DESSA and Linkit data will be reviewed to determine appropriate strategies 3. Clinical team will review the data at weekly team meetings 4. Parents will be informed about students' social emotional and behavior support needs through parentsquare to encourage home and school collaboration. 5. All communication letters to parents are translated and translators are available on campus at all events

Gauging Success (High Leverage actions/activities that can accomplish methods/Formative Assessment)	1. DESSA meetings will be put on the calendar for fall, winter, and spring 2. MTSS meeting agendas will reflect discussions around DESSA and attendance data 3. Clinical meeting agendas will reflect discussion of data related to behavior and attendance 4. Parent square will reflect communication between instructional staff, clinical staff, and parents. 5. Translators will be at every school event and all communication sent home to parents will be available in the parents' native language
Resources (Needed & Utilized)	1. Generative AI for translations 2. Board approved translators 3. DESSA data, linkit, parent square 4. Training on platforms for new staff (Link-It, DESSA, ParentSquare)
Cadence of Accountability	1. MTSS Check-ins with grade levels and individual MTSS meetings 2. Review of the data for progress

COMMITMENT 4

Our Commitment

What is the DCIP priority that your building is aligning with?	<i>We will work with families to remove barriers to promote a welcoming, student centered environment. We will celebrate diversity and inclusivity with families and students. Using various communication platforms we will ensure a welcoming outreach to all families.</i>
What is one commitment we will promote for 2026-27?	LES commits to improve student attendance by implementing a standardized non-punitive, welcoming attendance framework that is shared with families.
SMART Goal Lag Measure (Tell you if you've achieved the goal/Summative Assessment)	Using School Tool attendance data, by June 2027, student chronic absenteeism will decrease from 28.8% from June 2026 to 23.8%.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	We are committing to a non-punitive, welcoming attendance framework because consistent presence is a prerequisite for student success and a sense of belonging. Although chronic absenteeism at LES improved from 32.8% in 2024-2025 to 28.8% in 2025-2026, nearly one-third of our students are still missing 10% or more of the school year. On average, our chronically absent students miss over 22 days of instruction. This commitment is influenced by the understanding that a supportive, student-centered environment is more effective than punitive measures in encouraging re-entry and regular attendance. By integrating

- *How does this fit into other commitments and the school's long-term plans?*

attendance outreach into our MTSS plans and utilizing tools like **ParentSquare** for weekly family communication, we aim to achieve a **5% reduction in chronic absenteeism**, ensuring more students are present for the rigorous learning we provide.

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

Key Strategy 1	
Strategy / LEAD MEASURE	The district will implement a standardized non-punative, welcoming attendance response framework.
Methods (Action Steps) -	1. The teacher will contact the parents after a student is absent through various communication platforms. 2. Teachers will follow up when a student does not submit a written excuse note for his/her absence(s). 3. If a student is habitually absent, without documentation, the teacher will contact the clinical team member, in which she will contact the families or conduct home visits. An MTSS behavior form will be started. 4. When a student is absent 3 consecutive absences, the teacher will contact the school nurse, who will also reach out to families. 5. When attendance seems to be affecting academic success, the teacher will meet with the behavior MTSS team and/or complete an MTSS behavior form, documenting attendance concerns. 6. If a student has missed 9 days of school, a letter will be sent home. 7. If a student has missed 18 days of school, another letter will be mailed home.
Gauging Success (High Leverage actions/activities that can accomplish methods/Formative Assessment)	1. Classroom mission statements will include an attendance component. 2. The district will celebrate good attendance monthly by having students earn an attendance brag tag which is presented at our monthly Character Counts awards. Attendance brag tags are earned for students who missed only 1 day of school for the month and/or were late or left early no more than 1 day during the month. Teachers are responsible for determining and obtaining the monthly attendance awards. 3. 100% of families will be connected through the Parent Square app. 4. Monthly attendance reports/check-ins will be conducted and analyzed by the office.
Resources (Needed & Utilized)	1. School Tool attendance data. 2. LES ATTENDANCE PROCEDURE 2026-27
Cadence of Accountability	1. The teacher checks in with families.

	2. Nurse/Clinical team check in with families. 3. Formal MTSS referral for behavior. 4. Admin check in with families.
--	---