

LHS Priority Plan 2026-27

District	School Name	Grades Served
Liberty	Liberty High School	9-12

Collaboratively Developed By:

The HS Priority Plan Development Team

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

Faculty: Ashley Maher

Teacher Facilitators: Jessica Edwards; Kevin Ferguson; Kathleen Johansen; Lindsey Murphy; Chiara VanValkenburg; Susana Alvarado

District Administrators: Dr. Patrick Sullivan; Dr. Derek Adams

Building Administrators: Stephen Matuszak; Lacy Jones; Destiny Matos

LHS Mission

Our mission at Liberty High School is to graduate lifelong learners who have been empowered through the collaborative efforts of the school, parents, and community

LHS Vision

Our vision at Liberty High School is to be a safe learning community that celebrates our achievements and encourages active partnerships with families and the entire community. We will be a collaborative partnership preparing students who are college and career minded who are prepared to embrace the challenges and opportunities of the future.

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2026-27?

We are committed to providing students with an engaging, culturally responsive, and rigorous curriculum that prepares them for end of the year NYS assessment, college, career, and civic life. This includes aligning instruction to real-world skills and ensuring all students achieve academic success through mastery-based learning.

SMART Goals:

- **Regents Achievement:** By June 2027, the percentage of students earning passing scores (65% or Higher) on all Regents Exams will increase by 10 percentage points and the percentage of students achieving mastery (85% or Higher) on NYS Regents Exams will increase by 5 percentage points from the June 2026 baselines.

Passing Rate/Mastery Baseline June 2026

- ☐ Algebra I - 17%/1%
- ☐ Biology - 50%/5%
- ☐ Global History - 61%/7%
- ☐ U.S. History - 80%/14%
- ☐ Earth and Space Science - 49%/1%
- ☐ Algebra II - 94%/12%
- ☐ Geometry - 54%/6%
- ☐ Chemistry - 39%/0%
- ☐ Physics - 32%/0%
- ☐ ELA - 82%/17%

Overall**Passing Rate - 47.1%****Mastery - 6.5%**

- **Course Success:** By June 2027, student class performance will exhibit a 5% increase in overall grade-level course passing rates.

Course Passing Rates

- By June 2027, 85% of high school lessons observed will demonstrate rigorous academic instruction that develops grade-level content knowledge, critical thinking, and transferable skills aligned to course learning standards. Lessons will provide students with opportunities to analyze, apply, evaluate, and create through authentic learning experiences that prepare them for quarterly benchmark assessments, end-of-year assessments, postsecondary education, and career readiness.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

This commitment supports our vision of creating a high school where every student is challenged through rigorous, standards-based instruction and graduates are prepared for success in college, careers, and civic life. By increasing Regents passing rates by 10% and Mastery-level performance by 5%, we are emphasizing not only

Commitment 1

- *How does this Commitment fit into what we envision for the school?*
- *How does this commitment relate to what we heard when listening to others?*
- *How does this Commitment connect to what we observed through analysis?*

graduation outcomes but also high levels of academic achievement. This commitment reflects our belief that all students can meet rigorous expectations when provided with high-quality instruction, timely academic interventions, and consistent monitoring of their progress.

Students, families, faculty, and community members consistently expressed a desire for increased academic expectations, greater consistency in instruction across classrooms, and stronger preparation for postsecondary opportunities. Teachers identified the need for common assessments, regular opportunities to analyze student data, and collaborative planning to better address learning gaps. Families emphasized the importance of ensuring students are prepared for Regents examinations, graduation, college, and future careers. This commitment directly responds to those priorities by strengthening instructional practices, monitoring student growth through quarterly benchmarks, and providing targeted academic support before students reach high-stakes assessments.

Our analysis of Regents assessment results, quarterly benchmark data, classroom observations, and student performance trends identified opportunities to improve both overall proficiency and the percentage of students achieving Mastery. Data revealed inconsistent performance across content areas and student groups, indicating a need for greater instructional rigor, stronger alignment between curriculum, instruction, and assessment, and more systematic use of formative and benchmark data to guide instruction. This commitment addresses those findings by focusing on standards-aligned instruction, frequent progress monitoring, data-driven decision making, and timely interventions to accelerate student learning. By implementing these practices with fidelity, Liberty High School aims to increase Regents passing rates by 10% and Mastery-level performance by 5% while ensuring students develop the academic knowledge and critical thinking skills necessary for long-term success.

Progress Targets

By the end of the year, we will look to the see the following occur:

End-Of-The-Year Goals	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
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Commitment 1

Student Data	1. June 2027 Regents Results 2. Quarterly Benchmarks 3. Classroom Data: Walkthrough, Lesson Plan reviews, Curriculum maps, etc.	<u>By June 2027 we will:</u> 1. Increase the overall percentage of students earning a score of 65 or higher on all Regents examinations. (> 57% passing rate) 2. Increase the percentage of students earning 85 or higher (Mastery) on Regents examinations. (> 11.5% Mastery Rate) 3. Reduce the number of students scoring below proficiency (55) by 5%. 4. Increase overall benchmark assessment proficiency in all content areas. (Quarterly Benchmark Data Review and Analysis) 5. Increase the percentage of students demonstrating academic growth and developmental skills. (Quarterly Benchmark Data Review and Analysis, Classroom Walkthrough Data, Academic Progress Reports and Quarterly grades)	
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Commitment 1

Adult/Schoolwide Behaviors and Practices	Quarterly Benchmarks	By the end of the 2026–2027 school year, 100% of academic courses will administer quarterly benchmark assessments aligned to the New York State Learning Standards and course learning outcomes. Quarterly Benchmark Exams will: 1. Measure student mastery of priority standards. 2. Predict Regents Exam readiness. 3. Identify learning gaps before Regents administration. 4. Inform instructional adjustments. 5. Monitor effectiveness of interventions. 6. Ensure curriculum pacing and consistency across courses. ***Benchmarks will mirror the rigor, format, and expectations of Regents Exams, meet content area Standards aligned with Curriculum mapping. Using baseline performance from Quarter 1, at least 65% of students will demonstrate measurable academic growth on quarterly benchmark assessments throughout the school year, as evidenced by one or more of the following: 1. An increase in benchmark proficiency levels from one quarter to the next; 2. A minimum of a 10 percentage-point improvement between baseline and end-of-year benchmark performance for students performing below proficiency; 3. Maintenance of proficiency or advancement to higher performance levels for students already meeting or exceeding standards.	
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Commitment 1

	Classroom Observation & Walkthrough Data * LHS Building Walkthrough Form * District Walkthrough Form	By June 2027, the following will be evident through classroom walkthrough data and lesson plans shared following classroom walkthroughs or observations: 1. 100% of lessons observed will incorporate non-negotiable SDI/EDI lesson structures and strategies 2. 85% of lessons observed will incorporate: • <u>Student engagement strategies:</u> Students participating in meaningful learning tasks with high cognitive demand. • <u>Standard Based Instruction:</u> Lesson Learning Targets aligned to NYS standards • <u>Instructional Rigor:</u> Students engaged in analysis, evaluation, synthesis, problem solving, argumentation, and evidence based learning • <u>Relevant Learning:</u> Students understand why the learning matters, and how it connects to future learning, careers or life experiences. • <u>Real World Applications:</u> Students apply knowledge to authentic problems, projects, simulations, case studies, or career related tasks. • <u>Academic Skill Development:</u> Instruction intentionally develops reading, writing, speaking, listening, critical thinking, mathematical reasoning, scientific inquiry, and content specific literacy. • <u>Checking for Understanding:</u> Teacher frequently monitors student understanding, adjusting instruction based on student feedback • <u>Learning Environment:</u> Classroom culture promotes high expectations, respect, collaboration and student ownership.	
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Commitment 1

	Lesson Planning	By June 2027, administration will review requested lesson plans following a classroom walkthrough or observation that will document evidence of alignment with NYS standards, and instructional rigor. Evidence of instructional rigor will include: ● Explicit instruction and practice of priority academic standards and course-specific skills. ● Learning tasks aligned to quarterly benchmark assessments and end-of-year course and state assessments. ● Student engagement in higher-order thinking through analysis, problem-solving, evidence-based reasoning, and academic discourse. ● Authentic, real-world applications that connect learning to college, career, and civic readiness. ● Opportunities for students to demonstrate mastery through performance-based tasks, writing, presentations, projects, and collaborative problem-solving. ● Differentiated instructional supports (EDI/SDI) that ensure all students have equitable access to rigorous grade-level learning expectations. ● Formative assessment practices used throughout the lesson to monitor student progress and adjust instruction toward mastery. Success will be measured through classroom observations, benchmark assessment data, student work samples, formative assessments, and end-of-year student performance data.	
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Commitment 1

	Curriculum Mapping	By June 2027, all departments will have utilized EduPlanet for continuously updated curriculum maps with non-negotiable EDI/SDI aligned practices.	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	1st Quarter Grades	By the end of the 1st quarter (11/05/2026), student grades will exhibit a 5% increase in all course passing rates on student 1st quarter report cards in comparison to the 2025-2026 school year.	
	Quarterly Benchmarks	By the end of the 1st Quarter (11/05/2026) , all teachers will have administered and shared the 1st quarter benchmark assessments.	
Adult/Schoolwide Behaviors and Practices	Classroom Walkthrough Data	By the end of the 1st quarter (11/05/2026), LHS Administrative Walkthrough, and APPR Observation Data will show evidence that classroom lessons have incorporated non-negotiable EDI/SDI lesson structure focusing on Student engagement strategies; Standard Based Instruction ; Instructional Rigor; Relevant Learning; Real World Applications; Academic Skill Development.	
	Lesson Planning, Curriculum Mapping	By the end of the 1st quarter (11/05/2026), LHS Administrative Walkthrough, and APPR Observation Data will show evidence that classroom lessons incorporate reading comprehension strategy (e.g., annotation, vocabulary scaffolding, text-dependent questioning)	
	PLC Collaboration	By the end of the 1st quarter (11/05/2026), PLCs will have engaged in collaborative discussions, Data analysis, and planning to inform reteaching, enrichment, alignment, and assessment design; evidenced by shared monthly PLC documentation (agendas) to LHS administration.	

Commitment 1

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Mid-Year Benchmark(s)	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Student Data	Mid-Year/Mid-Term Report Cards	By the end of the 2nd quarter (01/29/2027), student grades will exhibit a 5% increase in all course passing rates on student 1st and 2nd quarter report cards in comparison to the 2025-2026 school year.	
	Quarterly Benchmarks	By the end of the 2nd Quarter (01/29/2027) , all teachers will have administered and shared 2 benchmark assessments for Quarter 1 and Quarter 2.	

Commitment 1

Adult/Schoolwide Behaviors and Practices	Classroom Walkthrough Data	By the end of the 2nd quarter (01/29/2027), LHS Administrative Walkthrough, and APPR Observation Data will show evidence that classroom lessons have incorporated non-negotiable EDI/SDI lesson structure focusing on Student engagement strategies; Standard Based Instruction ; Instructional Rigor; Relevant Learning; Real World Applications; Academic Skill Development.	
	Lesson Planning, Curriculum Mapping	By the end of the 2nd quarter (01/29/2027), LHS Administrative Walkthrough, and APPR Observation Data will show evidence that classroom lessons incorporate reading comprehension strategy (e.g., annotation, vocabulary scaffolding, text-dependent questioning)	
	PLC Collaboration	By the end of the 2nd quarter (01/29/2027), PLCs will have engaged in collaborative discussions, Data analysis, and planning to inform reteaching, enrichment, alignment, and assessment design; evidenced by shared monthly PLC documentation (agendas) to LHS administration.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Audit & Enhancement	Professional Learning Communities, Academic Content course will actively review, modify, and enhance existing curricula for: • Alignment with NYS Learning Standards • Cultural relevance • Modernized/meaningful instruction • Rigor • Career-connected learning	Curriculum Mapping (Eduplanet)
Data-Driven Instruction	• Implement regular formative assessments. • Quarterly Summative Benchmark Assessments: providing a measurable student-growth metric and DATA to drive instruction. • Classroom Walkthrough Data focusing on engaging, relevant, rigorous, scaffolded, student-centered instruction.	Lesson Planning Department and independent designed SMART Goals focusing on Skill based instruction
Student-Centered Mastery Systems	• Professional Learning Communities and Classroom Teachers will establish clear proficiency scales and rubrics for Regents-related skills. • Professional Learning Communities and Classroom Teachers will implement student tracking systems to monitor progress towards Academic skill enhancement, and post High School skill development.	Monthly PLC Meetings, Daily Scheduled Common Content Planning -Linkit
Staff PD Offerings	• Monthly Staff Development Meetings focusing on needs of staff based on reviewed and analyzed Data analysis through PLC collaboration • Curriculum, Content, NYS Standard Professional Development will be provided upon request.	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2026-27?	We are committed to increase student engagement by improving daily attendance while reducing chronic absenteeism, tardiness, and student disciplinary incidents through proactive interventions, relationship building, and consistent accountability. SMART Goals: By June 2027: • Reduce chronic absenteeism by 5%. • Increase Average Daily Attendance to 90% or higher. • Reduce late arrivals to school by 10%. • Reduce In-School Suspensions by 5%. • Reduce Out-of-School Suspensions by 5%.
What is one Commitment we will promote for 2026-27?	We are committed to increase student engagement by improving daily attendance while reducing chronic absenteeism, tardiness, and student disciplinary incidents through proactive interventions, relationship building, and consistent accountability. SMART Goals: <u>Increase Student Engagement:</u> By June 2027, we will increase student engagement in their education focusing on improving Daily Attendance, Student Tardiness, student discipline. <u>Improve Daily Attendance:</u> We will increase the school's Average Daily Attendance to > 90% and reduce the percentage of students identified as chronically absent (missing 10% or more of school days) by 10%. <u>Reduce Student Tardiness:</u> By June 2027 we will decrease student tardiness by 25%. <u>Student Discipline Incidents:</u> By June 2027, we will reduce In-School Suspensions (ISS), and Out-of-School Suspensions (OSS) by 5%.
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 what we envision for the school?</i> • <i>How does this commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i>	This commitment fits what we envision for the school as it directly aligns with the Liberty Central School District's mission and vision, in creating lifelong learners, who when leaving Liberty High School are prepared for the next level and become contributing members of the community. This commitment relates to what we heard when listening to various stakeholders who reflected on the district and building's strengths and areas needing improvement. This feedback was obtained through surveys, committees, and focus groups inclusive of students, staff, and families.

Commitment 2

	This commitment connects to our comprehensive analysis of district and school-level data, which revealed that students are increasingly chronically absent, arriving late to school, or missing instructional seat time due to disciplinary consequences resulting in an In-School or Out-of-School Suspension, increasing the risk of being unsuccessful in the classroom, reflected by low achievement on end-of-year assessments.
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Progress Targets

By the end of the year, we will look to the see the following occur:

End-Of-The-Year Goals	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
Student Data	At risk student attendance in small group sessions targeting SEL competencies	By June 2027, 100% of students identified as at risk through the DESSA survey will have attended at least 3 small group SEL sessions (2nd-4th quarters) administered by the clinical team.	
	Decreased at risk students per re-administration of the DESSA	By June 2027, 100% of students initially identified as at risk will retake the DESSA and there will be a 3% decrease in the number of at risk students.	

Commitment 2

Adult/Schoolwide Behaviors and Practices	MTSS Tier 1 Interventions being utilized in classrooms.	By June 2027, 100% of teachers will have utilized Tier 1 strategies to support student success, increase student engagement, and increase students' ability and comfort to ask questions during lessons; as evidenced by walkthrough data and lesson plans. (i.e. choice boards, visual supports, affirmative listening, collaborative learning tools, physical proximity, etc.)	
	Student Led Practices	By June 2027, 100% of teachers will have shared at least 4 lesson plans following a classroom walkthrough or observation that document evidence of planning for student-led practices in lesson activities. (i.e. student generated questions, inquiry-based activities, problem-based learning, inquiry labs, student self-assessment, student choice boards, student led conferences)	
	SEL Integration	By June 2027, 100% of teachers will have integrated SEL concepts into learning targets and/or essential questions; as evidenced by walkthrough data and lesson plans.	
	ParentSquare Communication	By June 2027, 85% of teachers will communicate with students and families via ParentSquare/StudentSquare postings and/or direct messages at least once weekly to share actionable student data, learning highlights, or other targeted classroom updates (e.g., student recognition, upcoming project rubrics, learning reflections); evidenced by ParentSquare reports to be run every Friday.	
	Mentor/Mentee Hours	By June 2027, mentors and mentees will have completed at least 50% of their required mentoring hours.	
	Staff Support Opportunity	By June 2027, untenured staff will have the opportunity to participate in at least one optional targeted support group (i.e. roundtable discussion, professional development) facilitated by administration.	

Commitment 2

Student Behaviors and Practices	School/Class Attendance	By June 2027, student attendance data will reflect a 5% decrease in chronic absenteeism and a 10% decrease in late to school arrivals.	
	Discipline Reports	By June 2027, student discipline data will reflect a 1.25% decrease in suspensions.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	DESSA Survey Completion	90% of students will complete the DESSA survey to identify at risk students for participation in targeted SEL competency small group sessions.	

Commitment 2

Adult/Schoolwide Behaviors and Practices	Classroom Walkthrough Data & Lesson Plans: MTSS Tier 1 Interventions being utilized in classrooms.	By the end of the 1st quarter, teachers will utilize Tier 1 strategies to support student success, increase student engagement, and increase students' ability and comfort to ask questions during lessons; as evidenced by walkthrough data and lesson plans. (i.e. choice boards, visual supports, affirmative listening, collaborative learning tools, physical proximity, etc.)	
	Student Led Practices	By the end of the 1st quarter, 100% of teachers will have shared at least 1 lesson plan following a classroom walkthrough or observation that documents evidence of planning for student-led practices in lesson activities. (i.e. student generated questions, inquiry-based activities, problem-based learning, inquiry labs, student self-assessment, student choice boards, student led conferences)	
	SEL integration	By the end of the 1st quarter, 25% of teachers will have integrated SEL concepts into learning targets and/or essential questions; as evidenced by walkthrough data, lesson plans, and/or curriculum maps.	
	ParentSquare Communication	By the end of the 1st quarter, 85% of teachers will communicate with students and families via ParentSquare/StudentSquare postings and/or direct messages at least once weekly to share actionable student data, learning highlights, or other targeted classroom updates (e.g., student recognition, upcoming project rubrics, learning reflections); evidenced by ParentSquare reports to be run every Friday.	
	Mentor/Mentee Hours	By the end of the 1st quarter, mentors and mentees will have completed at least 25% of their required mentoring hours.	
	Staff Support Opportunity	By the end of the 1st quarter, untenured staff will have the opportunity to participate in at least one optional targeted support group (i.e. roundtable discussion, professional development) facilitated by administration.	
Student Behaviors and Practices	School/Class Attendance	By the end of the 2nd quarter, student attendance data will reflect a 2.5% decrease in chronic absenteeism and a 5% decrease in late to school arrivals.	
	Discipline Reports	By the end of the 1st quarter, student discipline data will reflect a 1.25% decrease in suspensions.	

Commitment 2

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Mid-Year Benchmark(s)	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Student Data	At risk student attendance in small group sessions targeting SEL competencies	By the end of the 2nd quarter, 100% of students identified as at risk attended 1 targeted SEL competency small group session.	
	Classroom Walkthrough Data & Lesson Plans: MTSS Tier 1 Interventions being utilized in classrooms. Student Led Practices	By the end of the 2nd quarter, 100% of teachers will utilize Tier 1 strategies to support student success, increase student engagement, and increase students' ability and comfort to ask questions during lessons; as evidenced by walkthrough data and lesson plans. (i.e. choice boards, visual supports, affirmative listening, collaborative learning tools, physical proximity, etc.) By the end of the 2nd quarter, 100% of teachers will have shared at least 2 lesson plans following a classroom walkthrough or observation that document evidence of planning for student-led practices in lesson activities. (i.e. student generated questions, inquiry-based activities, problem-based learning, inquiry labs, student self-assessment, student choice boards, student led conferences)	

Commitment 2

Adult/Schoolwide Behaviors and Practices	SEL Integration	By the end of the 2nd quarter, 50% of teachers will have integrated SEL concepts into learning targets and/or essential questions; as evidenced by walkthrough data and lesson plans.	
	ParentSquare Communication	By the end of the 2nd quarter, 85% of teachers will communicate with students and families via ParentSquare/StudentSquare postings and/or direct messages at least once weekly to share actionable student data, learning highlights, or other targeted classroom updates (e.g., student recognition, upcoming project rubrics, learning reflections); evidenced by ParentSquare reports to be run every Friday.	
	Mentor/Mentee Hours	By the end of the 2nd quarter, mentors and mentees will have completed at least 50% of their required mentoring hours.	
	Staff Support Opportunity	By the end of the 2nd quarter, untenured staff will have the opportunity to participate in at least 2 optional targeted support groups (i.e. roundtable discussion, professional development) facilitated by administration.	
Student Behaviors and Practices	School/Class Attendance	By the end of the 2nd quarter, student attendance data will reflect a 2.5% decrease in chronic absenteeism and a 10% decrease in late to school arrivals.	
	Discipline Reports	By the end of the 2nd quarter, student discipline data will reflect a 1.25% decrease in suspensions.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strengthen Tiered Supports	- Fully implement a schoolwide MTSS framework, including consistent Tier 1 behavioral expectations and Tier 2 & 3 intervention protocols. - Utilize data warehouse to track attendance, behavior, and academic data to trigger supports	DESSA data will be used at least quarterly by guidance, clinical staff and student support teams for small group SEL interventions to be conducted in conference rooms, the media center, or other available space. Linkit data warehouse usage by faculty, admin, and clinical team.
Staff Capacity Building	- Provide Professional Development on student-led practices, Tier 1 strategies, de-escalation strategies, and restorative practices. - Strengthen the MTSS Student Support team to monitor implementation and outcomes - Student led practices - Technology Integration Support	Staff Development Meetings/Conference Days PD: Sheninger; RPC; Handle with Care; SDI and EDI; student-led practices; Tier 1 strategies; Master Teacher (support staff); Technology Integration Specialist
SEL Integration into Curriculum	- Integration of SEL concepts into all curriculum maps on Eduplanet. - Embed SEL concepts (i.e. empathy, conflict resolution, cooperation) into lesson plans through learning targets and essential questions to increase relevance across content areas.	Integration of SEL concepts across all courses and content areas. Process supported by SEL Facilitator. Revision of learning targets/essential questions by teachers. Data collection by admin during walkthroughs.
Family and Community Engagement	Family Communication. Classroom teachers/Staff will communicate with families on a weekly basis using Parent Square. This strategy will maintain open communication with students' families.	ParentSquare/StudentSqu are utilized weekly by all teachers

Our Team's Process

Team Members

Use the space below to identify the members of the Priority Plan team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Susana Alvarado	Teacher Facilitator - ENL
Lindsey Murphy	Teacher Facilitator - Math
Kevin Ferguson	Teacher Facilitator - Science
Destiny Matos	Administrator - HS Assistant Principal
Lacy Jones	Administrator - HS Assistant Principal
Stephen Matuszak	Administrator - HS Principal
Dr. Derek Adams	Administrator - Asst. Superintendent
Dr. Patrick Sullivan	Administrator - Superintendent
Eric Sheninger	Consultant

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze : Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the Focus Plan Planning Document	Writing the Plan