New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan 2024-2025

District	School Name	Grades Served
Liberty Central School District	Liberty Middle School	Grades 5-8

Collaboratively Developed By:

The Liberty Middle School SCEP Development Team
HCheh, KRusin, JMacKrell, AThalmann, DCummins, MMurphy, TKratz, CDymond, MKehrer

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

The Liberty Middle School School Comprehensive Education Plan (SCEP) is directly aligned to our District Comprehensive Improvement Plan (DCIP), and is expanding upon the work from our Middle School Priority Document from 2023-2024. The Strategies in our SCEP are either **NEW** **EXPANDED** **REFINED** *.*

LCSD DCIP 2024-2025
LCSD DCIP Summary Sheet

LCSD Strategic Plan 2022-2027

LMS SCEP Summary Sheet 2024-2025

LMS Priority Document 2023-2024

LMS Priority Document 2022-2023

X State-Supported Evidence Based Intervention

If "X' is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention(s) Identified	Flexible Scheduling Professional Learning Communities Restorative Practices
We envision that this Evidence-Based Intervention will support the following Commitment(s)	1. Curriculum 2. MTSS 3. SEL

How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	These connect through the evidence found in our survey data and student/parent interviews.
	● Flexible Scheduling
	   ○ Opportunity for collaboration
	   ○ Goal setting
	   ○ Common planning
	   ○ WINN Periods
	● Professional Learning Communities
	   ○ Opportunity for collaboration
	   ○ Progress monitoring
	   ○ Analysis data
	   ○ MTSS Supports
	● Restorative Practices
	   ○ Authentic Relationships
	   ○ Progressive Discipline
	   ○ Positive Reinforcement
	   ○ Reduction in Referrals/Suspension
	   ○ Improved Attendance

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

Misión del distrito: empoderar a cada estudiante para que contribuya y prospere en una comunidad diversa al alcanzar su potencial.

Vision:
Foster growth and potential in an accepting, diverse, and enriching community.

Visión:
Fomentar el crecimiento y el potencial en una comunidad receptiva, diversa y enriquecedora.

Liberty Middle School's mission is to prepare students by promoting academic excellence, respect, independence, and responsibility.

The vision of Liberty Middle School is to foster growth and potential in an accepting, diverse and enriching community.

La misión de Liberty Middle School es preparar a los estudiantes promoviendo la excelencia académica, el respeto, la independencia y la responsabilidad.

La visión de Liberty Middle School ese viento y el potencial en una aceptación, comunidad diversa y enriquecedora.

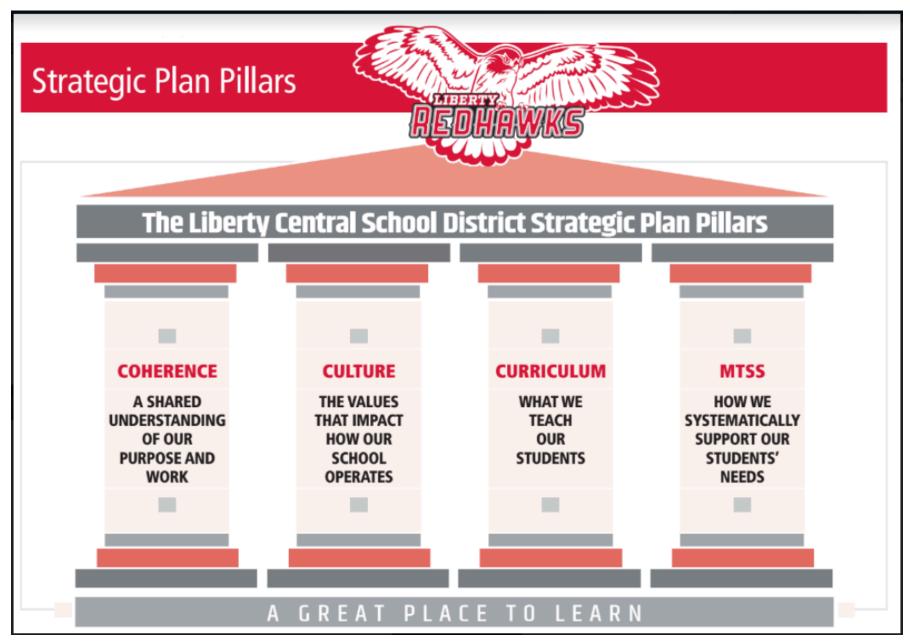## Collective Commitments

At LMS through MTSS, PLCs, and LiM

We will…

- continue working flexibly, positively, and collaboratively, as professionals
- be positive members of our collaborative and grade level teams, contributing to the process of preparing and educating students
- practice open communication, build productive relationships, and be dedicated to having a solution-oriented mindset
- analyze data results appropriately and effectively to focus instruction and improve student outcomes
- provide leadership opportunities for students to be accountable for their learning and growth
- develop a strong partnership with parents and community members to provide informational resources, as well as strategies to help students achieve success

Compromisos colectivos

En LMS a través de MTSS, PLC y LiM
Lo haremos…

- Continuar trabajando de manera flexible, positiva y colaborativa como profesionales.
- Ser miembros positivos de nuestros equipos colaborativos y de nivel de grado, contribuyendo al proceso de preparación y educación de los estudiantes.
- practicar la comunicación abierta, construir relaciones productivas y dedicarse a tener una mentalidad orientada a soluciones
- Analizar los resultados de los datos de manera apropiada y efectiva para enfocar la instrucción y mejorar los resultados de los estudiantes.
- Proporcionar oportunidades de liderazgo para que los estudiantes sean responsables de su aprendizaje y crecimiento.
- Desarrollar una asociación sólida con los padres y miembros de la comunidad para proporcionar recursos informativos, así como estrategias para ayudar a los estudiantes a lograr el éxito.

Strategic Plan Pillars

The Liberty Central School District Strategic Plan Pillars

COHERENCE
A SHARED UNDERSTANDING OF OUR PURPOSE AND WORK

CULTURE
THE VALUES THAT IMPACT HOW OUR SCHOOL OPERATES

CURRICULUM
WHAT WE TEACH OUR STUDENTS

MTSS
HOW WE SYSTEMATICALLY SUPPORT OUR STUDENTS' NEEDS

A GREAT PLACE TO LEARN

2/22/24

Dear Liberty parents and guardians,

The New York State Education Department recently released accountability designations for all public school districts as required under the state's Every Student Succeeds Act (ESSA).

We are happy to announce that, for the 2024-25 school year, Liberty High School is classified a Local Support and Improvement school, formerly known as a "School in Good Standing." LHS had been on the Targeted Support and Improvement school list for several years, including the two years designations were not changed because of the pause in testing during the COVID pandemic.

The Middle School has been designated a Targeted Support and Improvement School, because four student subgroups — Black, Hispanic, English Language Learners and Economically Disadvantaged — did not meet expectations.

Liberty Elementary School has been designated as a Potential Target School, due to the achievement scores of our students with disabilities. The District remains a Targeted District, because of the Middle School designation.

The past several years have been difficult, with the COVID pandemic and recovery. We appreciate the hard work and dedication our faculty and staff have shown in helping Liberty improve and know they will continue to strive to help our students meet their expectations and goals. We, as a district, are committed to provide the tools and resources they need to help us improve.

LCSD conducts a series of benchmark assessments three times a year in elementary and middle school to assess both student growth and proficiency. This systematic approach enables teachers to discern the strengths exhibited by our students while also identifying areas needing improvement. The derived data serves as a foundational tool for educators, empowering them to strategically plan interventions tailored to address specific student needs and effectively mitigate achievement gaps. Liberty teachers are expected to use this data to drive instruction and work in professional learning communities to develop strategies that meet the individual needs of their students.

As we continually strive to improve outcomes for all students, our plan is to monitor progress and make adjustments. We will continue to use our five-year Strategic Plan, our District Comprehensive Improvement Plan, and the individual school improvement plans for guidance, as well as continue working with leading educational consulting firm PLC Associates for training and advice.

For more information about the district's accountability designations, visit the District's ESSA webpage, or contact Interim Assistant Superintendent Marianne Serratore at 845-292-5400, ext. 2063, or mserratore@libertyk12.org.

Dr. Patrick Sullivan, Superintendent of Schools

Priority & Commitment 1

Our Commitments

District Comprehensive Improvement Plan (DCIP) Priority 1		The School Comprehensive Education Plan (SCEP) Commitment 1	
What will we prioritize to extend success in 2024-2025?	Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community. We will do this through research-based strategies, including EDI, SDI, and the Science of Reading. These strategies will address the needs of all students	**What is one Commitment we will promote for 2024-2025?**	Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*	**We value:** ● Ensuring that instruction is relevant to student lives ● Ensuring instruction is vertically aligned PK-12 ● Including student voice and student culture in our instruction ● Research-based practices to meet the needs of all students **What makes this the right Priority to pursue?** ● According to student surveys and focus groups, 63% of students in grades 5-12 are not engaged nor excited about how they are learning. ● A significant percentage of students are not reaching a level	**Why are we making this Commitment?** *Things to potentially take into consideration when crafting this response:* ● *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?*	According to LCSD middle school students' 2023-2024 PLC Triangle Survey results the following concerns were noted. The sentiments were reinforced during SCEP student focus groups. ● Question 21 　○ 41.2% - Classes are interesting and keep my attention ● Question 23 　○ 47.9% - I am comfortable asking questions in class ● Question 18 　○ 50% - In class, we often work with partners, or in groups

● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	of proficiency based on local and state assessments, as indicated by our 4-year graduation rate of 68.4%. **How does this fit into other Priorities and the District's long-term plans?** ● By providing an engaging and relevant curriculum, behavior and attendance issues will decrease. ● A culturally diverse and relevant curriculum will help students feel more welcome. ● Vertical alignment of curriculum is part of the coherence Priority of the district. **How?** ● Increasing student voice, student choice, and student collaboration will stimulate engagement. ● Professional Development will support teachers in applying the Science of Reading in order to strengthen the PK-12 aligned curriculum. ● ICT training will be provided to all co-teachers ● SDI professional development will be provided to administration and teachers of students in special education. ● Using PLC time and quarterly facilitator and curriculum committee meetings to continue vertical alignment progress		

Implementation/Key Strategies

District Comprehensive Improvement Plan (DCIP)		The School Comprehensive Education Plan (SCEP)	
Priority 1		**Commitment 1**	
What strategies will we pursue as part of this Priority?	**What does this strategy entail? What will implementation look like in our district?**	**What strategies will we pursue as part of this Commitment?**	**What does this strategy entail? What will implementation look like in our school?**
Develop a comprehensive professional development plan for the 24-25 school year. Providing meeting time for vertical alignment for core content areas, including success measures	- Assistant Superintendent and relevant stakeholders planning over the summer and at the administrative retreat for professional development to cover all conference days for the coming school year - Professional Development priorities include Science of Reading, EDI, SDI, and coteaching (ICT and ELL). - Plan will be implemented and adjusted throughout the year. - Utilizing district curriculum committees to continue working toward vertical alignment. - Utilizing quarterly facilitator-Assistant Superintendent meetings to continue vertical alignment. - Assistant Superintendent will prioritize next steps in vertical alignment and plan out the timeline and progression of the year and the goals for using those meetings.	**LMS Strategy 1** LMS teachers and staff will implement Research-based instructional practices with (QFIC) quality, fidelity, intensity, consistency per Liberty Central School District Curriculum Management Plan. The Liberty Central School District Curriculum Management Plan aims to enhance student learning by ensuring *consistency* in educational experiences, promoting high school readiness, and fostering lifelong success. This plan facilitates the coordination of *curriculum design, development,* and *delivery* across schools and classrooms to cater to	**LCSD Curriculum Management Plan** - Instructional time to review and implement curriculum during weekly and monthly PLC meetings. - EDI/HMH/Bloom's Taxonomy - Curriculum Planning/Mapping - PLCs/Team Meetings - Teacher Facilitator/Staff Development/PLC Meetings - Formal Observations/Post Observation Conferences - Informal Walkthroughs **Learning Target Review Form Guide** **Learning Target Quick Guide** **Blooms Folder** **Rigor & Relevance Framework**

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	● Professional development to develop an understanding of best practices of these research-based practices ● Using administrative walkthroughs to ensure fidelity of district initiatives ● Encourage teacher-teacher classroom observations	the diverse student population. It delineates expectations and procedures for the written, taught, and assessed curriculum. ● LMS Staff will review the Curriculum Management Plan and identify personal professional learning needs related to Explicit Direct Instruction ● LMS teachers will participate in district-offered professional learning ● LMS teachers will utilize the Explicit Direct Instruction lesson plan format	**EDI Aligned to Marshall Rubric** **EDI Quick Reference Guide** **EDI Slideshow** **EDI Resources** **EDI Visual** **EDI Lesson Design** **TAPPLE**
		<mark style="background-color: yellow">**LMS Strategy 2**</mark> The LMS teachers and staff will differentiate between compliance and engagement in instructional practices, and subsequently, will acquire proficiency in implementing engagement strategies with accuracy and consistency. ● Building Administration will present an overview of professional learning focused on Eric Sheniger's Continuum of Engagement strategies planned for the 2024-25 school year. ● The MS PLC teams will identify the Continuum of Engagement	Compliance vs. Engagement Presentation Continuum of Engagement 24-25 SCEP PD Dates

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<tr><td></td><td></td><td>components to implement across the school year.</td><td></td></tr>
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LMS Strategy 3

The LMS Administration will utilize classroom walkthrough tools to assess the use of Explicit Direct Instruction, Leader in Me, Learning Targets, and Social Emotional Learning methodologies, as well as monitor the usage of higher level Bloom's taxonomy, the HMH curriculum, and various engagement strategies among teachers.

LMS Administration Walkthroughs
- 5 per week (total of 15)
- individual feedback shared via email
- individual conference as needed
- Admin/ Facilitator share at teacher facilitator, PLC & staff meetings mid quarter and end of quarter

</td><td>Walkthrough Forms</td></tr>
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LMS Strategy 4

LMS teachers and staff will utilize student STAR instructional reports to assist students in writing WIGs aligned to improving their ELA and Math scores, in turn raising our school wide achievement.

LMS School Wide WIGs
(Wildly Important Goal)

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**LMS School Wide WIGs 24-25
How are you using WIGS?
WIG Template
WIG Template ES
WIG Template MS
WIG Tracking Sheet
Goal Planning**

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ELA & Math

- 4.5% increase MOY Benchmark
- 7% increase EOY Benchmark

Resources	
- Over summer break, the Assistant Superintendent will create the plan with stakeholders and will share with district and building administrators. Assistant Superintendent will locate and coordinate with consultants and professional learning providers as needed. - Possible funding for coordinating with consultants/providers - Time over the summer to create the plan; time to periodically revise the plan as necessary - Professional development provided for teachers on these strategies - Time - Funding - Specific time to meet across grade levels and across buildings - Assistant Superintendent will coordinate with related agencies to determine next steps and create action plans.	**LMS ELA & Math Data 2023-2024** **June 2024 Spring Data Presentation** **End of Year Presentation 23-24 (Video)**

Progress Targets/Measuring Success

District Comprehensive Improvement Plan (DCIP) **Priority 1**	The School Comprehensive Education Plan (SCEP) **Commitment 1**
End of Year **What will success look like for this Priority at the end of the year?**	**End of Year** **Begin With The End in Mind** **What will success look like for this Priority at the end of the year?**
Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.	Provide quantitative data and/or qualitative descriptions of where the district/school strives to be at the end of the 2024-25 school year.

Quantitative: LAG Measure (Actual goal and data that supports the goal).
 	
1. The Triangle Survey questions (Question 18, 21, 23) will show a 5% positive increase for student engagement on the Middle/High School survey.
 	
    2023-2024 Baseline
    Questions 18 - In class, we often work with partners, or in groups: 48.8%
    Question 21- Classes are interesting and keep my attention: 37.1%
    Questions 23 - I am comfortable asking questions in class: 46.5%
 	
2. Renaissance STAR data for ELA will demonstrate a 7% increase in student proficiency at each grade level for all subgroups using the state proficiency rate from the BOY 2024 to EOY 2025 results. (median score, work with Stacy to ID baseline from Renaissance).
 	
3. Renaissance STAR data for Math will demonstrate a 7% increase in student proficiency at each grade level using the state proficiency rate from the BOY 2024 to EOY 2025 results. (median score, work with Stacy to ID baseline from Renaissance).
	Quantitative: LAG Measure (Actual goal and data that supports the goal).
	
	Strategy 1,2,3,4
	
	Renaissance STAR data for ELA & Math will demonstrate a 4.5% increase in student proficiency at each grade level for all subgroups using the state proficiency rate from the BOY 2024 to MOY Winter 2025 results.
	
	Renaissance STAR data for ELA & Math will demonstrate a 7% increase in student proficiency at each grade level using the state proficiency rate from the BOY 2024 to EOY 2025 results.
	
	Strategy 2
	The Triangle Survey questions (Question 18, 21, 23) will show a 5% positive increase for student engagement on the Middle School survey.
	    2023-2024. Baseline
	    ● Questions 18 - In class, we often work with partners, or in groups: 50.0%
	    ● Question 21- Classes are interesting and keep my attention: 41.2%
	    ● Questions 23 - I am comfortable asking questions in class: 47.9%
	
	Strategy 3
	 During walkthroughs data will show:
	    ● Instruction includes group work during walkthroughs- 80% or greater

2023-2024 STAR Baseline Proficiency for Reading:

Total: **39.4%**

Grade 1: 61.7%
Grade 2: 30.5%
Grade 3: 44.2%
Grade 4: 49.6%
Grade 5: 32.0%
Grade 6: 37.7%
Grade 7: 31.7%
Grade 8: 27.7%

2023-2024 STAR Baseline Proficiency for Math:

Total: **28.4%**

Grade 1: 42.7%
Grade 2: 31.7%
Grade 3: 39.2%
Grade 4: 27.6%
Grade 5: 27.8%
Grade 6: 26.1%
Grade 7: 17.7%
Grade 8: 15.0%

4. Increase the number of students passing high school and middle school core courses by 10%.

    End of Year Passing Rate for Core Classes 23-24:

    [High School Core Classes Passing Rates 23-24 for 24-25 Baseline]

[DCIP]

      [Middle School Core Classes Passing Rates 23-24 for 24-25 Baseline]

[DCIP]

5. Increase the student passing rate in the Regents exam by 10%. (including the safety net and appeals)

- Students are engaged during walkthroughs - 80% or greater
- Students are asking questions during walkthroughs - 80% or greater
- Passing Rate for Core Classes - 10%
- Passing Rate for Regents Exams - 10%

Qualitative: (What I am seeing in the environment based on the Lead Measures that are occurring).

Strategy 1,2,3,4
- All curriculum maps show uniformity in format and template, and are easily accessible in the district Google Drive. All subjects are included, and should include power standards for Math and ELA, being our targeted-areas for MS.

- Learning Targets (HOT) Higher Order Thinking

- Students engaged and on task

- HMH ELA & Math QFIC (Quality, Fidelity, Intensity, Consistency)

- Student tracking of lead measures and WIG progress (daily/weekly)

- Student WIGs & Portfolios updated weekly

Regents Passing Rate 23-24:

LIBERTY HIGH SCHOOL | NYSED Data Site

Qualitative: (What I am seeing in the environment based on the Lead Measures that are occurring).

1. Elementary and Middle School administration will use the classroom visitation tool to measure the number of teachers implementing all elements of the HMH program.
2. Administration will use the classroom visitation tool to measure the percentage of teachers using the following building wide EDI elements.
- Learning Targets - well written, assessed, referred to during lessons
- Engagement - Choice, group work, open ended questions
- Closure - exit tickets, summarizing,
3. Administration will use local and state data to measure the success of instructional expectations and initiatives.

Priority & Commitment 2

Our Commitments

District Comprehensive Improvement Plan (DCIP)		The School Comprehensive Education Plan (SCEP)	
Priority 2		**Commitment 2**	
What will we prioritize to extend success in 2024-2025?	Provide a MTSS (multi-tiered system of supports) for behavior and attendance that cultivates wellness and safety for students, staff and families.	**What is one Commitment we will promote for 2024-2025?**	Provide a MTSS (multi-tiered system of supports) that encompasses behavior, attendance, and academics which cultivates wellness and safety for students, staff and families.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* *In what ways does this support the SCEP Commitments of your*	**We value:** - Educating the whole child with the full scope of their developmental needs and social emotional learning - Educational equity for every child to reach their personal potential - The safety and wellbeing of all stakeholders **What makes this the right Priority to pursue?** According to the PLC Student Voice Survey given in MS & HS 59.4% of students do feel safe 39% of students feel that student behavior interferes with academic instruction (This	**Why are we making this Commitment?** *Things to potentially take into consideration when crafting this response:* *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?*	According to LCSD middle school students' 2023-2024 PLC Triangle Survey results the following concerns were noted. The sentiments were reinforced during SCEP student focus groups. - Question 38 **49.3%** of students feel our school deals effectively with bullying. - Question 43 **39.6%** of students feel that student behavior does not interfere with instruction during class time. - Question 44

school(s) identified for TSI/ATSI/CSI supports?

is a 12.5% increase from last year.)
- 45.0% of students feel the school does not effectively deal with bullying
- 60.6% feel teachers are supportive and encouraging
- 62.1% of students feel their teachers care about them

According to New York State Department Student Information Repository System (SIRS) as of April 2024
- Absenteeism - 36% of students enrolled in LCS are chronically absent
- 30% are at risk of being chronically absent (chronic absenteeism is missing 10% or more school days)

As a result our DCIP will continue to focus on strategies to support the social emotional well being of our students.

How does this fit into other Priorities and the District's long-term plans?
In the 2023 - 2024 DCIP, the following three frameworks were addressed. We will continue to refine and implement these frameworks to manage social emotional learning in the Liberty Central School District:
- **MTSS**

- ○ **44.7%** of students feel most students in our school follow the school rules.

- Out of School Suspension Data
  - ○ In the 22-23 school year there were **290** OSS Referrals
  - ○ In the 23-24 school year there were **173** OSS Referrals

- According to New York State Department of Education Student Information Repository System (SIRS) as of April 2024
  - ○ **34.7%** of LMS students were considered chronically absent for the 2023-2024 School Year.
  - ○ An additional **32%** were at risk for being chronically absent.

- Spring 2024 Academic - t1, t2, t3

Grade 5			
Math		**ELA**	
T1/2E	57%	**T1/2E**	55%
T2	12%	**T2**	13%
T3	31%	**T3**	32%

Grade 6

- **Leader in Me**
- **Restorative Practices**

How?

- We will provide the intervention or enrichment to cultivate a students personal success, self worth, and belonging in the school community resulting in an improvement in attendance and academic achievement.
- We will provide a comprehensive model that builds leadership and establishes the fundamental behaviors that are critical in laying the foundation for academic achievement using 7 Habits of Highly Effective People.
- We will provide students with alternative measures to resolve conflicts and reduce the negative effects of punitive discipline policies that magnify inequity. Restorative practices will address each student's individual needs, underlying reason for hurtful behavior, and nurture their intrinsic desire to treat others with care and respect.

Math		ELA	
T1/2E	55%	T1/2E	45.5%
T2	13%	T2	19.5%
T3	32%	T3	35%

Grade 7			
Math		ELA	
T1/2E	43%	T1/2E	39%
T2	19%	T2	22%
T3	38%	T3	39%

Grade 8			
Math		ELA	
T1/2E	38%	T1/2E	40%
T2	17%	T2	15%
T3	5%	T3	45%

LMS Grades 5-8			
Math		ELA	

					T1/2E	48.5%	T1/2E	45%
%					T2	15%	T2	17%
					T3	36.5%	T3	38%

Implementation/Key Strategies

District Comprehensive Improvement Plan (DCIP)		The School Comprehensive Education Plan (SCEP)	
Priority 2		**Commitment 2**	
What strategies will we pursue as part of this Priority?	**What does this strategy entail? What will implementation look like in our district?**	**What strategies will we pursue as part of this Commitment?**	**What does this strategy entail? What will implementation look like in our school?**
Continue onboarding and ongoing training processes to support universal understanding of MTSS practices (which include Behavior, attendance,	All administration and staff will be able to identify and address the purpose and intention of MTSS. Reevaluate and Refine Student Support Team (SST) meeting processes for each building Screeners will be given to identify social, emotional, behavioral, at-risk students using DESSA & MRA data - Staff at each building will identify at-risk students Explore a suitable data warehouse in order to analyze data from multiple sources	**Strategy 1** LMS teachers and staff will review MTSS and post benchmark protocol procedures to ensure that all administration, teachers and staff have a comprehensive understanding of MTSS practices, encompassing behavior, attendance, and academics. ● Identify the comprehensive components of MTSS focusing specifically on: 　○ Tier 1 Expectations	LCSD Data Protocol MTSS Flowchart MTSS Descriptions & Interventions MTSS Support Team Guidelines and Procedures MTSS Action Plan Operation Success Sheets 2024-2025

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academics) among all administration and staff.	Reevaluate and Refine Post Benchmark Data Analysis Protocol and Implementation
	
	Progressive Re-Entry Procedures will be used with fidelity for all students PreK-12 returning to school from an OSS.
	
	District offers Professional Development on Behavior Support Plans, FBAs and BIPs
		○ Reevaluate and Refine Post Benchmark Data Analysis Protocol and Implementation
		○ MTSS Supports
		  ■ Academic Intervention Services (AIS) (T3)
		  ■ WINN (What I Need Now) Periods (T1/T2/T3)
		  ■ Addressing Attendance Concerns
		  ■ DESSA/SEL Concerns
			STAR Reading Longitudinal Data
			STAR Math Longitudinal Data
			
			DESSA Implementation Guide
			Classroom Management Plan Framework
			
			LMS Classroom Management Plan Framework TEMPLATE
			
			Effective Classroom Management Plan Rules Poster

Utilize results from the DESSA to assist cohorts, small groups and individual students to target students' needs based on SEL data. Build on core components of LiM framework to promote social emotional wellness and improve student behavior Restorative Practice	Current DESSA data, Chronic Absenteeism data and Tiers 2 & 3 data to identify students by Tiers to then apply MTSS interventions to promote wellness and reduce chronic absenteeism and discipline incidents. At risk students will be provided with an array of supports including: ● Counseling – Individual and/or Group ● Home Visits ● Parent Meetings ● Increased meetings with Guidance Department ● Aperture Lessons ● Behavior Plans		Classroom Management Plan & Classroom Rules Folder A classroom/grade level mission statement will be created based on the classroom rules and expectations.
	Each building will continue to offer opportunities for student led jobs and responsibilities Continue Developing Student Leadership Portfolios: Resources are provided on our LiM platform. ● [How are you Using Leadership Portfolios?](#) ● [Leadership Portfolio Bundle](#) ● [Going Digital with Leadership Portfolios](#)	`Strategy 2` Create a positive and conducive learning environment through structured classroom management. ● Each teacher will develop their Classroom Management Plan Framework based on the example.	

	Continue using LiM language throughout daily practice Classroom management plans implemented that include effective Tier 1 interventions. Professional Development on Restorative Practices to increase knowledge and capacity building of these practices MaryAnn Brittingham Strategies ● Restorative Strategies Object Lessons ● Your mindset matters.pdf ● Keynote session handouts.pdf ● Elem Handout224.pdf ● MS HANDOUT 224.pdf ● HS handout (1).pdf Clinical Team and Administration interact in the school environment on a daily basis	● Incorporate Tier 1 strategies, which are proactive and preventive interventions designed to support all students. ● Integrate social-emotional learning (SEL) practices to address students' emotional and social needs. ● Establish and clearly communicate classroom rules to maintain order and expectations. ● Ensure the classroom management plan promotes a positive learning environment, fosters appropriate behavior, and incorporates Leader in Me language.	
	Strategy 3 LMS staff will continue to build a foundational understanding of restorative practices promoting a positive school culture. ● Based on the Triangle Survey findings indicating that students feel behavior issues are negatively impacting their learning, staff will implement restorative practices to address these concerns and enhance the learning environment. ● Teachers and staff will conduct a building-wide book study on "Better Than Carrots or Sticks" to develop a	Behavior Intervention Committee Letter **Behavior Intervention Committee** Students/Strategies/Referrals/Suspensions Restorative Practices Affective Questions-Cards Restorative Circles

	- foundational understanding of restorative practices - LMS will engage with Marianne Brittingham for professional development and guidance on implementing restorative practices within the middle school setting. - Students will take on leadership roles as they are empowered through restorative practices, fostering responsibility, empathy, and accountability.	ADD BOOK STUDY & Criteria "Better Than Carrots or Sticks" Book Study Brittingham Resources 24-25 SCEP PD Dates

Resources

Many of the District Resources Listed here are already from the LMS Priority Document & LMS Descriptions/Interventions from 2023-2024	**Many of the District Resources Listed here are already from the LMS Priority Document & LMS Descriptions/Interventions from 2023-2024**
- MTSS Action Plan - Steps for Managing Trauma Informed Classrooms - Brittingham Resources - PBIS World Interventions	**MTSS Flowchart** **MTSS Descriptions & Interventions** **MTSS Support Team Guidelines and Procedures** **MTSS Action Plan** **Operation Success Sheets 2024-2025**

- Top 10 Escalation Tips
- De-escalation Procedure
- De-escalation and EDI
- ADVISE Deescalation
- Multi-Tiered_Systems_of_Support.pdf
- Committee for data warehouse
- FBA/BIP Procedures
- Pacing Calendar
- Reentry Form
-
- Accountability process
- DESSA Data
- Schooltool (absenteeism)
- Leader in Me Coordinators
- Lighthouse teams
- LiM Coach
- Leader in Me
- Potential RPC Support
- Behaviorists
- Student Services
- Administration
- Behavior Specialist
- The Growth Mindset Coach by Annie Brock and Heather Hundley (Teachers month by month handbook for empowering students to achieve)
- Mindsets in the Classroom by Mary Cay Ricci (building a culture of success and students achievement in schools)
- Walkthrough Data

OSS/Tutoring 2024-2025
LCSD Data Protocol
Steps for Managing Trauma Informed Classrooms
Brittingham Resources
PBIS World Interventions
Top 10 Escalation Tips
De-escalation Procedure
De-escalation and EDI
ADVISE Deescalation
Multi-Tiered_Systems_of_Support.pdf
Committee for data warehouse
FBA/BIP Procedures
Reentry Form
BSP Template

Progress Targets/Measuring Success

District Comprehensive Improvement Plan (DCIP)	The School Comprehensive Education Plan (SCEP)
Priority 2	Commitment 2

End of Year What will success look like for this Priority at the end of the year?	End of Year Begin With The End in Mind
Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.	Provide quantitative data and/or qualitative descriptions of where the school strives to be at the end of the 2024-2025 school year.

Quantitative: LAG Measure (Actual goal and data that supports the goal).
   Quantitative:

1. 10% reduction in students receiving out of school suspensions district-wide.
2. 5% decrease in Chronic Absenteeism from the 2023 to the 2024 school year.
3. 5% decrease in at-risk students based on the DESSA results by June 2024.
4. 5% increase in students feeling safe

2023 - 2024 Baseline

1. # of students receiving OSS District wide: 2023-2024: 132 on 6/12/24
2. According to New York State Department Student Information Repository System (SIRS) as of April 2024
   a. Absenteeism - 36% of students enrolled in LCS are chronically absent
   b. 30% are at risk of being chronically absent (chronic absenteeism is missing 10% or more school days)
3. # of at risk students DESSA
   a. Teacher Reporting:
      i. 22-23 school year end - 39 students at risk or 12%
      ii. 23-24 school year end - 26 students at risk or 6%
   b. 23 -24 - 100 students or 29% of students identified themselves at risk
4. According to the PLC Student Voice Survey given in MS & HS 59.4% of students do feel safe

Quantitative: LAG Measure (Actual goal and data that supports the goal).
   Quantitative:

Strategy 1, 2, 3

1. 10% reduction in students receiving out of school suspensions school wide
2. 5% decrease in Chronic Absenteeism from the 2023-2024 to the 2024-2025 School Year.
3. 5% increase in students feeling safe
4. 5% decrease in at-risk students based on the DESSA results by June 2024.

2023 - 2024 LMS Baseline
1. LMS OSS Data
2. During the 2023-24 school year, 195 out of 562 students, or 34.7% of LMS students were considered to be chronically absent.
3. LMS Number of At Risk students DESSA 2023-2024
   - **Teacher Reporting:**
     - 24 students at risk or 5%
   - **Student Reporting:**
     - 108 students or 27% at risk

Qualitative: (What I am seeing in the environment based on the Lead Measures that are occurring).

Strategy 1

- DESSA Data is being discussed in PLCs and Student Support Meetings

Strategy 2

Qualitative: (What I am seeing in the environment based on the Lead Measures that are occurring).

1. Leader in Me verbiage is threaded throughout lessons
2. WIGs in the classroom and Leadership Portfolios
3. Students are taking on leadership roles throughout the buildings
4. Students are self regulating
5. DESSA Data is being discussed in PLCs and Student Support Meetings

Classroom Management Plans being implemented

- Classroom management plans are being implemented effectively
- Tier 1 strategies are being used

Strategy 3

- Leader in Me/PBIS/Restorative verbiage is threaded throughout lessons
- Students are taking on leadership roles throughout the buildings
- Students are self regulating

Priority & Commitment 3

Our Commitments

District Comprehensive Improvement Plan (DCIP)		The School Comprehensive Education Plan (SCEP)	
Priority 3		**Commitment 3**	
What will we prioritize to extend success in 2024-2025?	Provide a positive, welcoming student centered environment that celebrates diversity and inclusivity to empower students, staff and families.	**What is one Commitment we will promote for 2024-2025?**	Provide a positive, welcoming student centered environment that celebrates diversity and inclusivity to empower students, staff and families.

Why is this a Priority? *Things to potentially take into consideration when crafting this response:*
● *How does this Priority fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right Priority to pursue?*
● *How does this fit into other Priorities and the District's long-term plans?*
● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*
	This commitment fits into the district's Strategic Plan through the culture task force.
	
	This emerged as a priority based on results from our triangle survey, student testimony and stakeholder feedback.
	
	This is a priority because research shows that community buy in and cultural representation are necessary foundations for a healthy school environment.
	
	This fits into other priorities and district plans because it aligns with the Strategic Plan, MTSS, and carries the thread of the need for more student voice and choice.
	
	Within our discussions and DCIP planning, we identified subgroups who felt minimally supported in the
		Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:*
		● *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?*
			According to the 2023-2024 LCSD Liberty Middle School Family PLC Triangle Survey results these concerns were noted.
			
			Notable Family Survey Results
			
			● Question 43
			   ○ 41.9% of parents indicate that teachers contact them, not just in times of concerns
			● Question 50
			   ○ 42.9% of parents indicate as a parent/family member, I feel connected to our school.
			● Question 44
			   ○ 48.6% of parents indicate our school has programs for families so we can help our children at home.
			● Question 36
			   ○ 68.3% of parents indicate that our school has clubs,

educational and social emotional settings, as well as analyzing family feedback. Within our research, it was determined that families feel disconnected from their child's education, and their home school.

In our district's commitment to strive for a positive school environment that embraces a multicultural student population, it is important that every student feels supported, valued, safe and challenged within their learning setting.

activities, and events to help students engage and connect to school.

- Question 41
  - 55.5% of parents indicate our school actively engages our family in conversations around student needs/progress.

According to the 2023-2024 LCSD middle school students' PLC Triangle Survey , the following concerns were noted.

Notable Student Survey Results

- Question 39
  - 56.7% of students indicate they feel welcomed and part of their school.
- Question 41
  - 64% of students indicate our school has clubs, activities, and events that interest students.

Implementation/Key Strategies

District Comprehensive Improvement Plan (DCIP)		The School Comprehensive Education Plan (SCEP)	
Priority 3		**Commitment 3**	
What strategies will we pursue	**What does this strategy entail? What will implementation look like in our district?**	**What strategies will we pursue as part of this Commitment?**	**What does this strategy entail? What will implementation look like in our school?**

as part of this Priority?			
		Strategy 1 **Leadership Portfolios** LMS will continue its work with leadership portfolios for students. These portfolios foster ownership and accountability among students. In addition, they promote effective communication and collaboration, essential for a cohesive school community, while encouraging initiative and innovation. This structured approach not only enhances student engagement and academic performance but also contributes to a positive school climate where every student feels empowered and supported in their educational journey.	● Leadership Portfolio development ● Guide students/staff about work collection ● Develop & monitor WiGs ● Build in Reflection & Accountability Timeline Notes Leadership Portfolio Tabs Leadership Portfolio Resources Timeline
Student Led Conferences - various types **Community Outreach Initiatives**	Teachers, staff and students will be presented with information and resources for implementing the use of student portfolios in a conference setting. Instructional and building-wide orientation time to prepare students for the Student Led Conferences. SEL Coordinators will be given time to meet quarterly during the 24-25 school year.	**Strategy 2** **5 Mini Student-Led Conferences:** LMS will hold 5 mini student led conferences. These conferences will significantly enhance our school by empowering students to take ownership of their learning. The conferences will also provide	● On 5 scheduled days during the school year staff and students will practice Student-Led conferences during their Flex periods/or other classes to prepare for future Student-Led conferences with parents.

	Ongoing Parent & Family Learning Opportunities and Events (Bullying, Testing, 8 Habits, FAFSA, SchoolTool, ENL, SEL, All Things Liberty, Clubs, Arts, Music, Extracurricular) Planning of mini-community events throughout the school year, where families and parents are able to showcase their culture, and feel more connected to school.	students with opportunities to articulate their academic progress, goals, and areas for improvement to parents and teachers, fostering communication skills and self-confidence. By actively participating in these discussions, students engage in goal-setting and reflective practices, developing a stronger sense of accountability and responsibility for their academic outcomes. Involving parents directly in their child's educational journey promotes collaborative partnerships between home and school, ensuring targeted support and encouragement.	● Staff will have a universal understanding of components and the purpose of student led conferences. ● Students will develop an understanding and skills to implement student led conferences. ● Students/teachers/staff will participate in the process of student-led conferences creating an environment in which this becomes standard practice. Student-Led Conference Folder Student-Led Conference Additional Resources *Some teachers have already begun utilizing student led conferences. If teachers choose to use this format during parent teacher conferences this year- they can choose to do so.* *LMS has a long range goal to Implement Spring Student-Led Conferences. in 2025-2026.* ● *Parents/Guardians will participate in the process of student-led conferences creating a partnership among the student, parent/guardian, and school.*
	<mark>**Strategy 3**</mark> **Parent Square** LCSD is adopting ParentSquare as the communication platform for the district. This program will improve communication between schools, teachers, and parents through various features such as messaging, event scheduling, notifications, and school directory	● LMS staff will be trained to use Parent Square and its resources. ● Parent Square Training ● Teachers will use Parent Square to communicate more frequently with student families to deliver positive as well as concerning news. ● The MS will Utilize Parent Square to send home information on school

management. It can be used to send updates on school activities, share educational resources, and facilitate parent-teacher communication.	events and to communicate about local activities. ● Parent Square will be used to have student families complete beginning of the year forms. ● Teacher Engagement Resources Parent Square

Strategy 4
 	
Community Outreach Initiatives
 	
LMS will increase community engagement aimed at creating a vibrant and inclusive environment, by forging robust partnerships with local businesses, organizations, and community leaders in order to foster a deeper connection between our school and the broader community.
 	
Through collaborative initiatives such as cultural celebrations, open houses, and forums, we seek to empower our students, staff, and families to actively participate in and contribute to our school's journey. These efforts will not only enrich our educational programs but also ensure that every voice is heard and valued, cultivating a unified community dedicated to
	● **Outside Agencies**
	  ○ Synergize with SALT
	  ○ Sullivan 180
	  ○ Evergreen Academy
	  ○ Career Day
	
	● **In House Initiatives**
	  ○ All Things LMS
	  ○ Open House
	  ○ LIM/LOM Dinner
	  ○ Multi Cultural Celebration
	  ○ MS Musical
	  ○ NJHS
	  ○ 8th grade Moving Up Ceremony
	  ○ Haunted House
	  ○ Band/Chorus/Orchestra Concerts
	  ○ Grade 5/New Student Welcome Dinner Tour
	  ○ Parent/Teacher/Student Conference
	● Staff will keep track of attendance at all school events.

		student success and mutual respect.	

Resources

	LMS Event Attendance Data
	MS Student Council Events 2024-2025
	24-25 LMS SCEP Timeline

Progress Targets/Measuring Success

District Comprehensive Improvement Plan (DCIP) Priority 3	The School Comprehensive Education Plan (SCEP) Commitment 3
End of Year **What will success look like for this Priority at the end of the year?**	**End of Year** **Begin With The End in Mind**
Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.	Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Quantitative: LAG Measure (Actual goal and data that supports the goal).
 	
    Each building will have a minimum of five student led conferences - demonstration of areas of growth
 	
    10% increase in parents attending fall and spring parent teacher conferences - numbers are reported to District Office (baseline)
	Quantitative: LAG Measure (Actual goal and data that supports the goal).
	
	Strategy 1
	
	● Liberty Middle School will have school wide implementation of Leadership Portfolios.

At least 150 people will attend large community events such as All Things Liberty - ticket stubs will be provided to keep track of the number in attendance.

School-wide event family- wide event participation will increase by 25% from September 2024 - June 2025

Qualitative: LEAD Measures (What I am seeing in the environment based on the Lead Measures that are occurring).

Readminister triangle and MRA survey to assess efficacy of action items.

Community Outreach Event follow up with students and families (ex. surveys, Google Forms)

Strategy 2

- Liberty Middle School will have a minimum of 5 student led conferences - demonstrating areas of growth and need.

Strategy 3

- Administrative reports from Parent Square will show 100% teacher usage, with monthly communication both full class and individual.

Strategy 4

- 10% increase in parents attending fall and spring parent teacher conferences - numbers are reported to District Office (baseline)
- School-wide event family- wide event participation will increase by 25% from September 2024 - June 2025

Qualitative: LEAD Measures (What I am seeing in the environment based on the Lead Measures that are occurring).

Readminister triangle and MRA survey to assess efficacy of action items.

Community Outreach Event follow up with students and families (ex. surveys, Google Forms)

THROUGHOUT THE YEAR	Throughout the Year BOY/MOY/EOY
In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will	In order for the school to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the school will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

look to accomplish during the year to meet the end-of-the-year success criteria listed above?							
Success Criteria	**When we would want to achieve that success criteria**	Success Criteria	When we would want to achieve that success criteria				Persons Responsible
Implement Student Led Conferences Coaching Days for district teachers and staff.	End of January 2024	Student Led Conferences - Shared on Sept Conference Day - Resources Above - PLC's - LMS Leadership Team/Lighthouse Team	pick 5 dates throughout the year				All Teachers & Staff LMS Leadership/Lighthouse Team Students
		Leadership Portfolios - Following Leadership Portfolio Timeline - Sharing at staff meetings - Sharing at post observations - Teacher Facilitator Meetings & PLCs & FLEX Periods - Conferencing with students regularly	Q1 Oct 4 Nov 8	Q2 Dec 13 Jan 24	Q3 Feb 28 Apr 4	Q4 May 9 June 16	All Teachers & Staff Contributing to Leadership Portfolios At least once a month all teachers and staff will facilitate students adding a selection to their Leadership Portfolio Regular Monthly Checks Mid Quarter Checks End of Quarter Walkthrough Data
Staff share out - teachers present results of Student Led	Mid-May 2025	Other Forum Staff Mtg Walkthroughs	Q1 Oct 4	Q2 Dec 13	Q3 Feb 28	Q4 May 9	

Conferences in the forum of the building's choice		PLC Mtg					
		Parent Square Monthly Usage Reports Reports checked at Mid Quarter	Q1 Oct 4	Q2 Dec 13	Q3 Feb 28	Q4 May 9	Admin/Teachers & Staff Admin to share reports Quarterly at the Progress Report time with staff Admin to share reports with Individuals as needed
Event Coordinators will track and document attendance at each Community Outreach Event in the 24-25 school year	End of June 2025	Clickers to Count Sign In Sheets Event Total Google Sheet	As per the LMS Google Calendar As per the LCSD Events Calendar				Admin/Admin Asst/Teachers/Event Coordinators/Advisors

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf. This section outlines how we worked together to develop our plan.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen**: Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze Survey Data	Listen: Student Interviews	Envision Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*	*3/25*	*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Heather Cheh	Principal	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	2/28, 4/22, 5/16, 5/23, 5/28, 5/31, 6/17, 6/18, 6/20, 7/15, 7/16, 7/19/,7/25, 7/26,7/31,8/1
Katyn Rusin	Assistant Principal	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31, 6/17, 6/18, 6/20, 7/15, 7/16, 7/19,7/31,8/1

Jodie MacKrell	Assistant Principal	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24	6/20, 7/15, 7/16, 7/19, 7/26,7/31,8/1
Alyssa Thalmann	Teacher	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24
Cathryn Dymond	Teacher	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24
Danielle Cummins	Teacher	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24
Melissa Murphy	Teacher Facilitator	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31,6/20, 7/31,8/1
Tara Kratz	Teacher	3/5/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24	5/31/24. 6/20/24
Meghan Kehrer	Teacher	3/5/24	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24
Jessica Pizzaro	Parent	N/A	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24
Yuridia Romero Ramirez	Parent	N/A	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24	6/20/24
Melissa Diehl	Facilitator							7/31,8/1
Amanda Martin	Facilitator							7/31,8/1
Eric Aweh	Facilitator							7/31,8/1
Adam Bradley	Facilitator							7/31, 8/1
Cathy Clifford	Facilitator							7/31, 8/1
Ben Abrams	Facilitator							7/31, 8/1

Learning As A Team

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The Student Interview process provided invaluable insights that significantly informed the team's plan. Here's how the process contributed:

1. **Identifying Challenges and Needs**: Through student interviews, the team gained a deeper understanding of the specific challenges and barriers students face. This included academic struggles, social-emotional issues, and external factors affecting their performance. Students' firsthand accounts highlighted areas that needed targeted interventions.
2. **Understanding Student Perspectives**: Interviews allowed the team to hear directly from students about their experiences and perspectives on the current educational environment. This included their views on teaching methods, school climate, and support services. Understanding these perspectives helped tailor strategies to be more student-centered.
3. **Gathering Qualitative Data**: While quantitative data provides important metrics, qualitative data from student interviews added context and depth. Personal stories and experiences helped the team interpret quantitative data more accurately and develop a holistic understanding of the issues at hand.
4. **Identifying Effective Practices**: Students were able to share what they felt was working well in their education and what wasn't. This feedback helped identify effective practices that could be expanded and areas where new strategies were needed.

5. **Building Trust and Rapport**: Engaging students in the planning process helped build trust and rapport between students, the school administration and SCEP Team. This increased student buy-in and engagement, which is critical for the success of any intervention.
6. **Highlighting Areas for Professional Development**: Students' feedback highlighted areas where teachers and staff might need additional training or support. This informed the professional development components of the plan, ensuring they were aligned with actual student needs.
7. **Shaping Support Systems**: The interviews provided insights into what types of additional support systems (e.g., tutoring, counseling, mentoring) would be most beneficial from the students' perspectives. This helped in designing targeted support services that are more likely to be effective.
8. **Tailoring Communication and Engagement**: Understanding how students prefer to communicate and engage with the school informed strategies to improve communication and foster a more inclusive and supportive school environment.
9. **Empowering Student Voice**: Incorporating student feedback demonstrated that their voices are valued in the decision-making process. This empowerment can lead to increased motivation and a stronger sense of belonging among students.

Overall, the Student Interview process was instrumental in ensuring that the plan was responsive to the actual needs and experiences of students, thereby increasing its potential effectiveness and relevance.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The team has determined that the strategies in this plan are likely to result in improved performance for students through a comprehensive and evidence-based approach. Here are the key steps we have taken:

1. **Data Analysis**: The team conducted a thorough analysis of performance data for the identified subgroups. This included reviewing survey data, test scores, attendance records, behavioral reports, and other relevant metrics to understand the specific challenges and needs of students.
2. **Research-Based Strategies**: The team selected strategies that are backed by educational research and have been proven effective in similar contexts. This included reviewing academic literature, case studies, and best practices from other schools that have successfully improved student performance.
3. **Stakeholder Engagement**: Input was gathered from a wide range of stakeholders, including teachers, parents, students. Their insights and feedback helped shape the strategies to ensure they are relevant and practical.
4. **Professional Development**: The plan includes targeted professional development for teachers and staff to ensure they have the skills and knowledge needed to implement the strategies effectively. This ongoing training helps maintain a high level of instructional quality.
5. **Monitoring and Evaluation**: The team has established a robust system for monitoring the implementation of the strategies and evaluating their impact. This includes setting specific, measurable goals and regularly reviewing progress data to make data-driven adjustments as needed.

6. **Cultural Competence**: The strategies emphasize cultural competence and inclusivity, ensuring that the diverse backgrounds and experiences of students are respected and valued in the educational process.
7. **Community Partnerships**: Collaborations with local organizations have been established to provide additional resources and support for students and their families. These partnerships help create a more supportive and enriching learning environment.

By combining these elements, the team has created a comprehensive plan that is grounded in data, research, and community input. This multi-faceted approach increases the likelihood of improved performance for students.