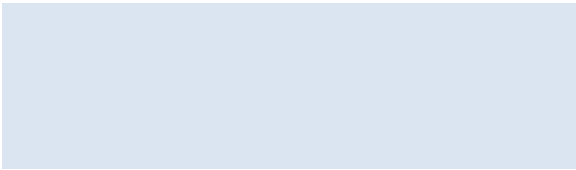




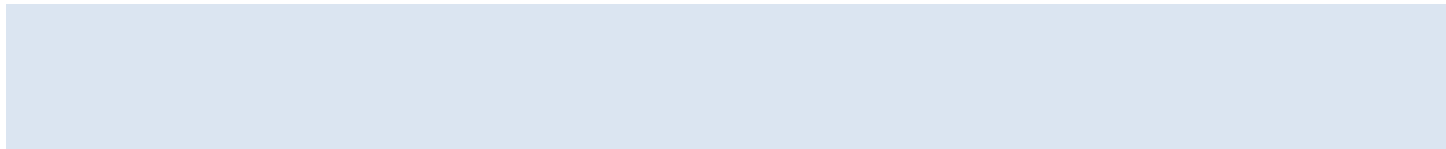
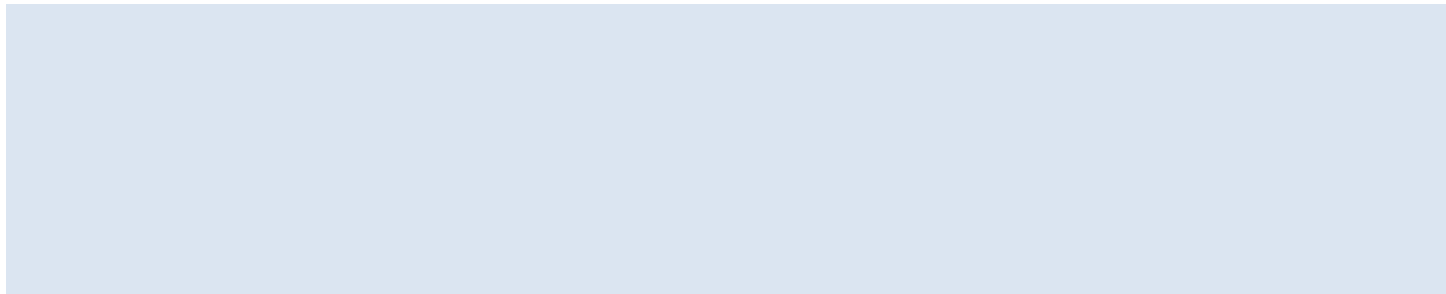
We will create welcoming and affirming environments throughout the district.



CreativA



C ! enhancing the overall effectiveness of the district



Update and revise the Code of conduct as needed
PD on Alternatives to Suspensions

Enhance culturally responsive teaching opportunities to support a deeper level of student engagement

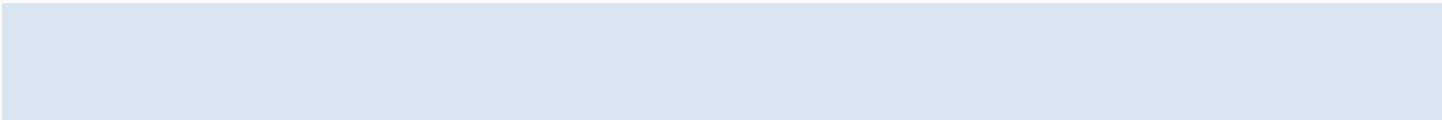
Leverage students' cultural backgrounds, languages, and traditions in lessons and examples across subjects (e.g., using culturally relevant math problems or literature)
Tailor instructional strategies to meet diverse learning styles, taking into account how students learn and engage with content
Provide teachers with ongoing training to support best teaching practices
Ensure teaching and learning includes student voice and choice

C&I and the Curriculum Committee
Equity & Access Department
BOCES
Core Collaborative
Expeditionary Learning
Diverse classroom libraries

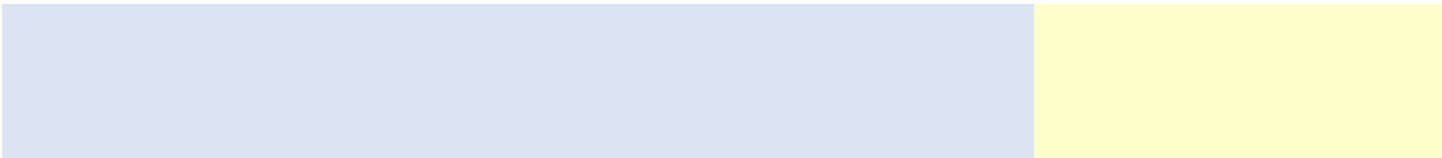
Enhance opportunities for academic success by examining vertical and horizontal alignment to better support transitions

Conduct audit and needs assessment of transition between: Pre-K to Kindergarten, 5th grade to 6th grade, 8th grade to 9th grade

Building administrators
Curriculum & Instruction Division
Exceptional Learners Division

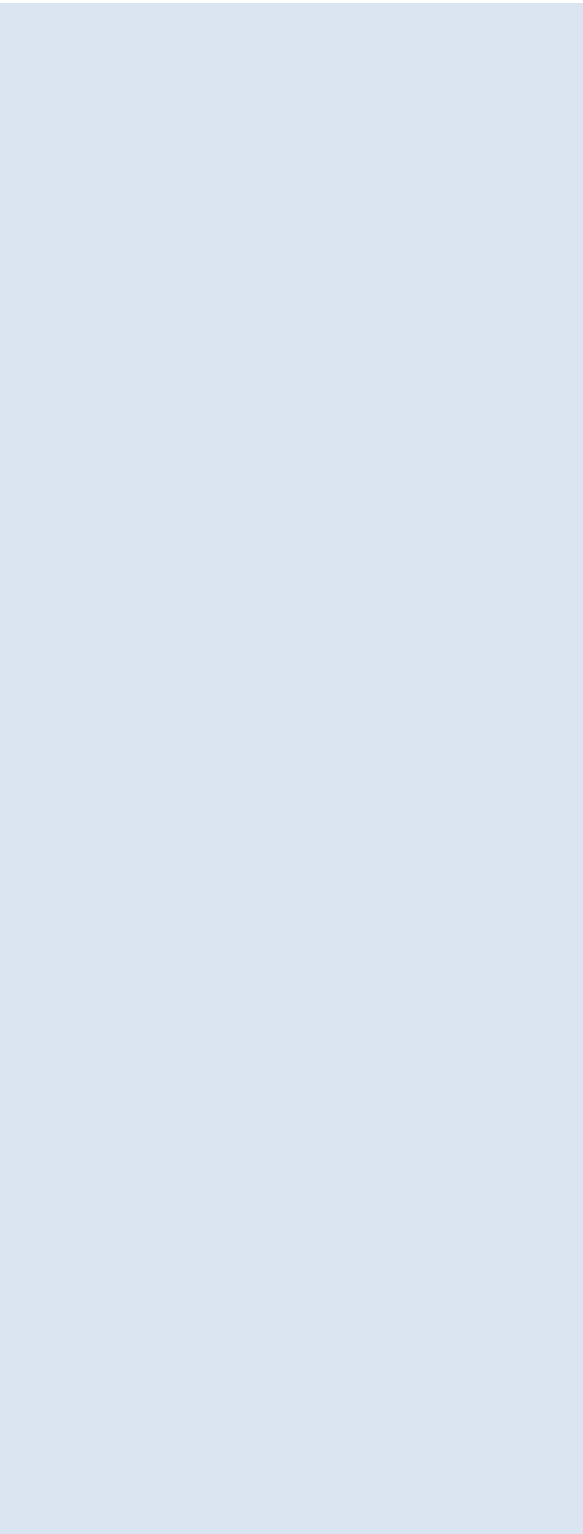


academic success
engagement
culturally responsive materials and instructional delivery
equity and inclusion
culturally responsive





We will improve attendance throughout the district.



A priority on attendance is crucial for a school district because consistent student attendance is directly linked to academic

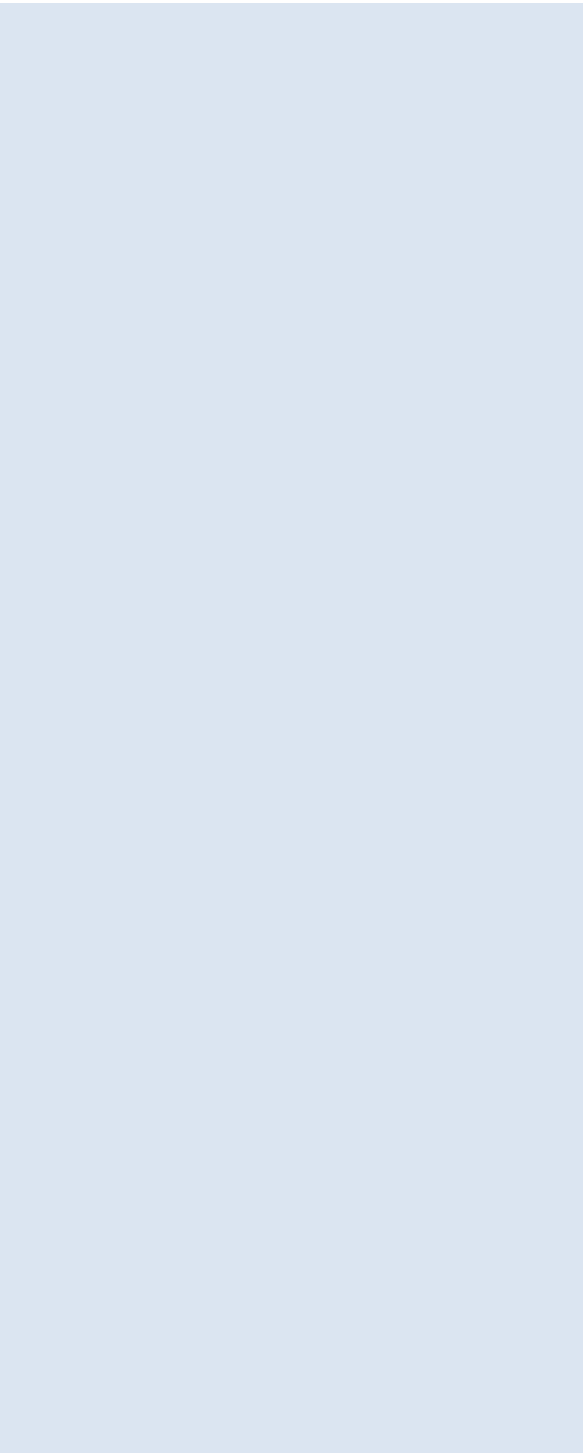
significant negative impacts on their future opportunities and quality of life.

5. Engagement with Families:

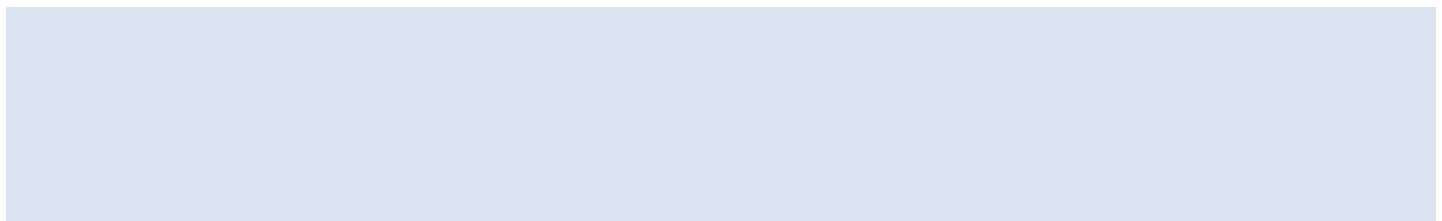
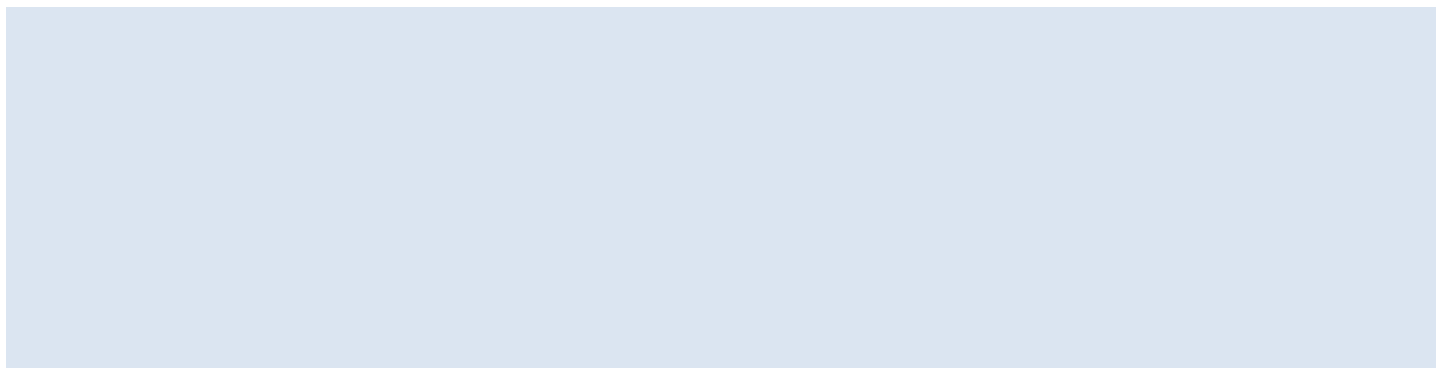
Focusing on attendance also creates an opportunity for the district to engage with families more effectively. Educating parents and caregivers about the importance of attendance and providing them with the tools and resources to support their children's education can lead to stronger partnerships between home and school. This collaboration is key to ensuring that students are not only attending school but are also supported in their overall learning journey.


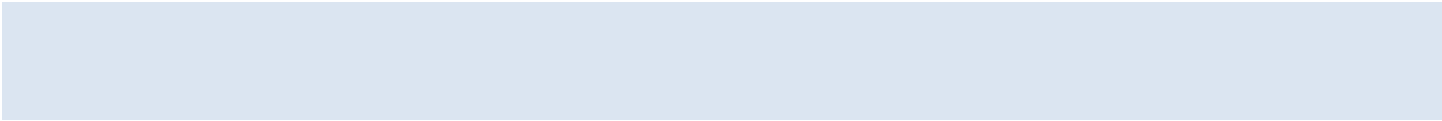
6. School Climate and Culture:

High attendance rates contribute to a positive school climate. When students regularly attend school, it fosters a culture of learning, engagement, and community. It sends a message that education is valued.

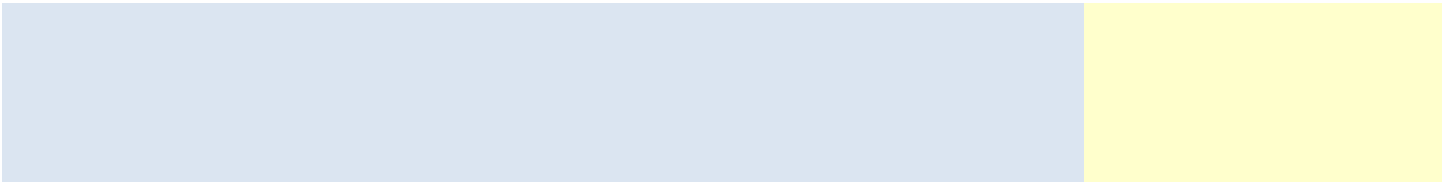


Why This Emerged as a Priority: This priority emerged because consistent student attendance is directly linked to academic achievement, social development, and overall well-being. Data has shown that chronic absenteeism is a significant barrier to student success in our district.

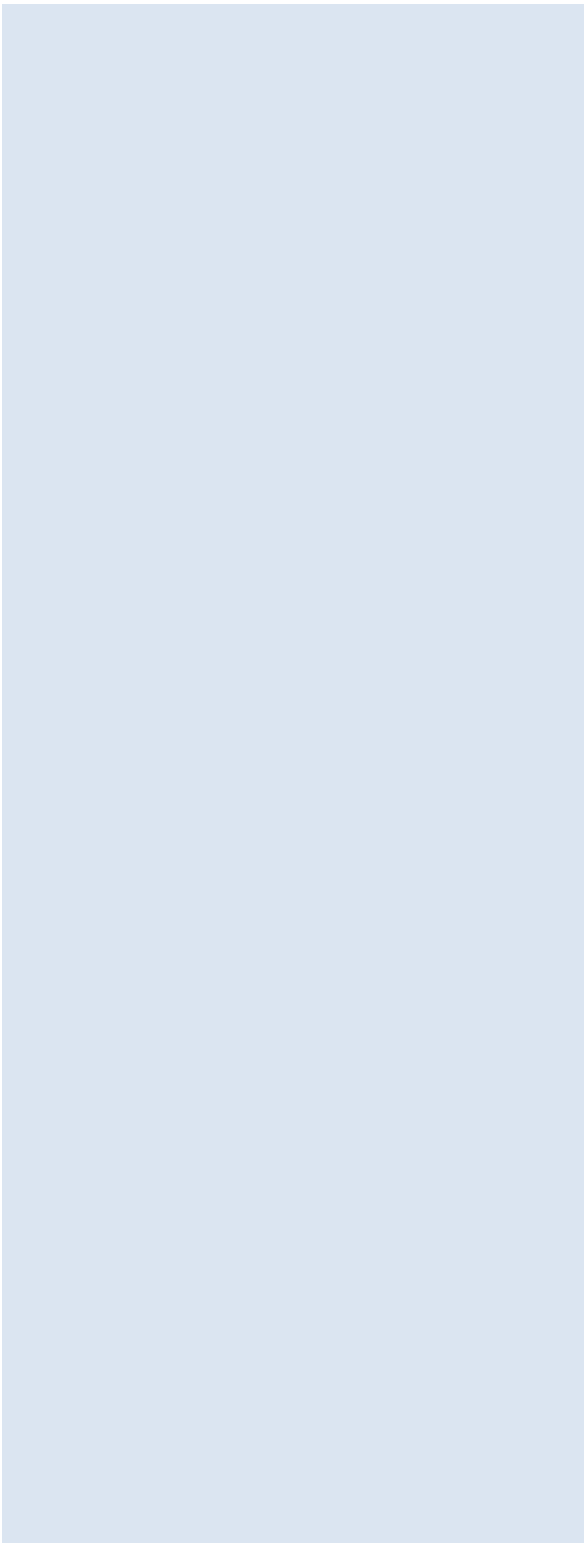


An early warning system will have been created in Infinite Campus
Teacher contact with families regarding attendance
Ongoing parent workshops will have taken place as well as home visits for chronically absent students in each building
Each school will have created individual attendance plans for all at-risk students
School handbooks regarding attendance policies and procedures will have been updated.
All schools will have attendance incentive programs



revised as needed in regards to attendance policies and procedures	will have been reviewed and updated by N ovember 2024	
Schools attendance incentive programs - review of each school's monthly events celebrating attendance	By D ecember, each school will have monthly events celebrating attendance achievements	



We will

4. Data-Driven Decision Making:

MTSS relies on continuous data collection and analysis to inform instructional decisions and interventions. This data-driven approach ensures that resources are allocated efficiently and that interventions are targeted to meet the specific needs of students. It also allows educators to track progress and make adjustments in real time, leading to more effective teaching and support.

5. Integration of Academic and Behavioral Supports:

MTSS integrates academic and behavioral support systems into a cohesive framework, recognizing that these areas are interconnected. For example, a student struggling academically may also exhibit behavioral challenges, and vice versa. By addressing both academic and behavioral needs simultaneously, MTSS fosters a more holistic approach to student development, improving overall school climate and student outcomes.

6. Professional Development and Collaboration:

Consistently implementing MTSS requires ongoing professional development for educators and staff. This focus on training and collaboration ensures that all stakeholders are equipped with the knowledge and skills to effectively support students within the MTSS framework. It also promotes a culture of teamwork, where educators work together to identify student needs, share strategies, and monitor progress.

7. Alignment with District Goals and Long-Term Success:

Implementing MTSS aligns with broader district goals of improving student achievement, closing achievement gaps, and promoting equity. It supports the district's long-term vision by creating a structured, responsive, and supportive educational environment where every student can succeed. By prioritizing MTSS, the district is making a commitment to continuous improvement and sustainable success.

8. Enhancing Family and Community Engagement:

MTSS also encourages greater involvement from families and the community. By including parents in the decision-making process and keeping them informed about their child's progress, MTSS fosters stronger partnerships between the school and home.

collaboration is essential for reinforcing the support students receive at school and ensuring that interventions are effective both in and out of the classroom.

9. Reducing Special Education Referrals

A well-implemented MTSS framework can reduce the number of inappropriate referrals to special education by addressing students' needs within the general education setting. By providing targeted support early on, MTSS helps ensure that only students who truly require special education services are referred, allowing those programs to be more effective and focused.

The consistent implementation of MTSS throughout the district is vital because it ensures that all students receive the support they need to succeed academically, behaviorally, and socially. It fosters equity, improves the effectiveness of interventions, and aligns with the district's long-term goals of promoting student achievement and well-being. MTSS creates a structured, responsive, and inclusive educational environment that benefits students, educators, and the entire NE CSD school community.

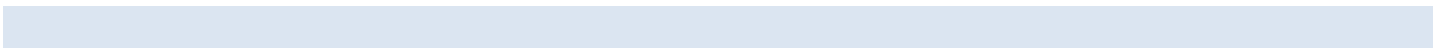
Inform the community and all stakeholders of the newly revised 2024-25 MTSS/AIS plan

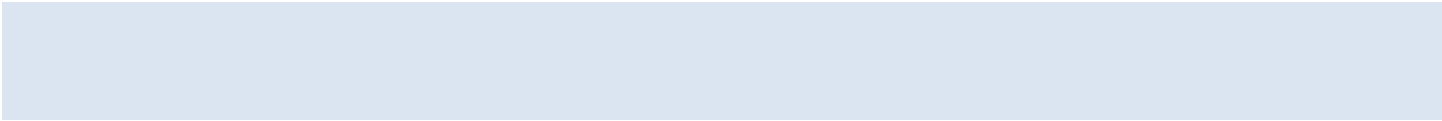
The plan will be presented at a September 2024 BOE meeting

Conduct check-in meetings with the MTSS chairpersons to monitor the progress of the implementation of the plan

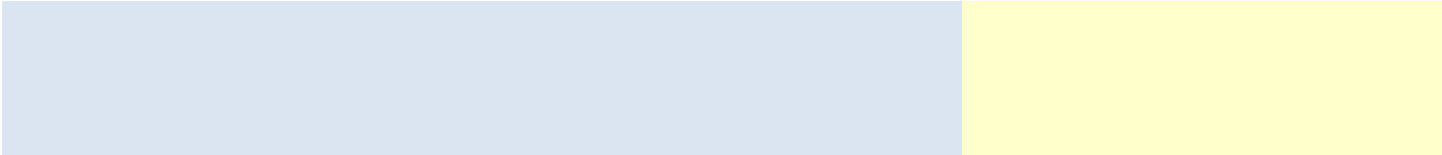
MTSS chairs will be trained on the new framework and protocols

A database will be developed to track district-wide MTSS referral and Special Education Data
MTSS professional

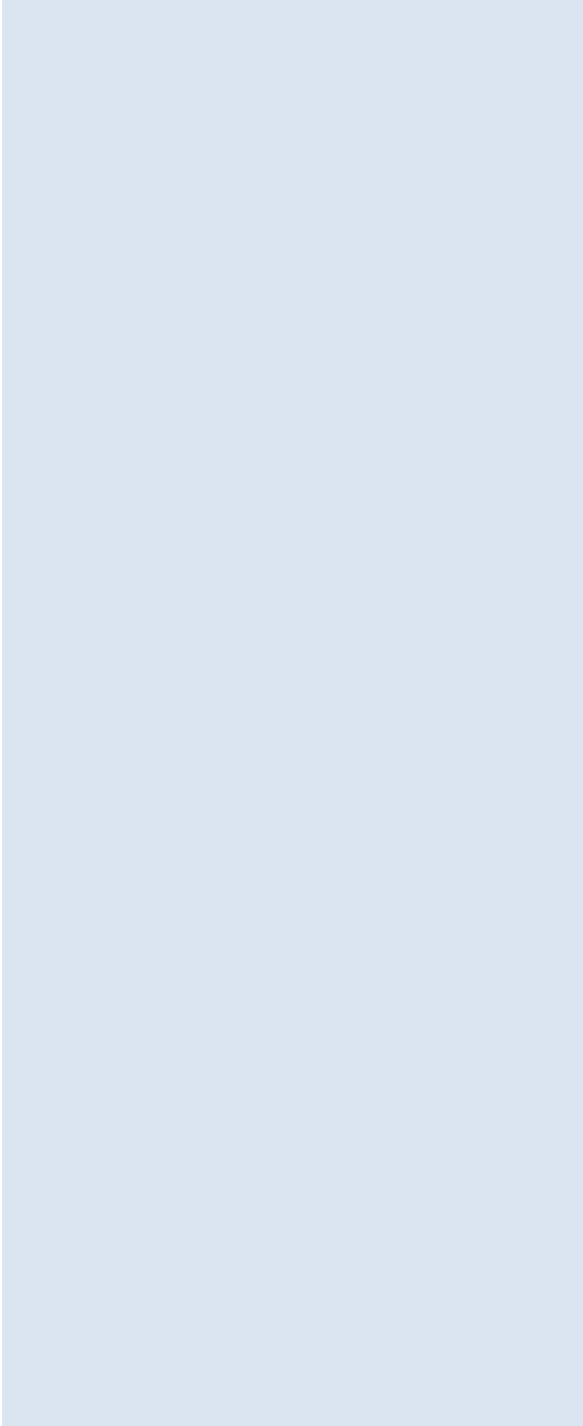




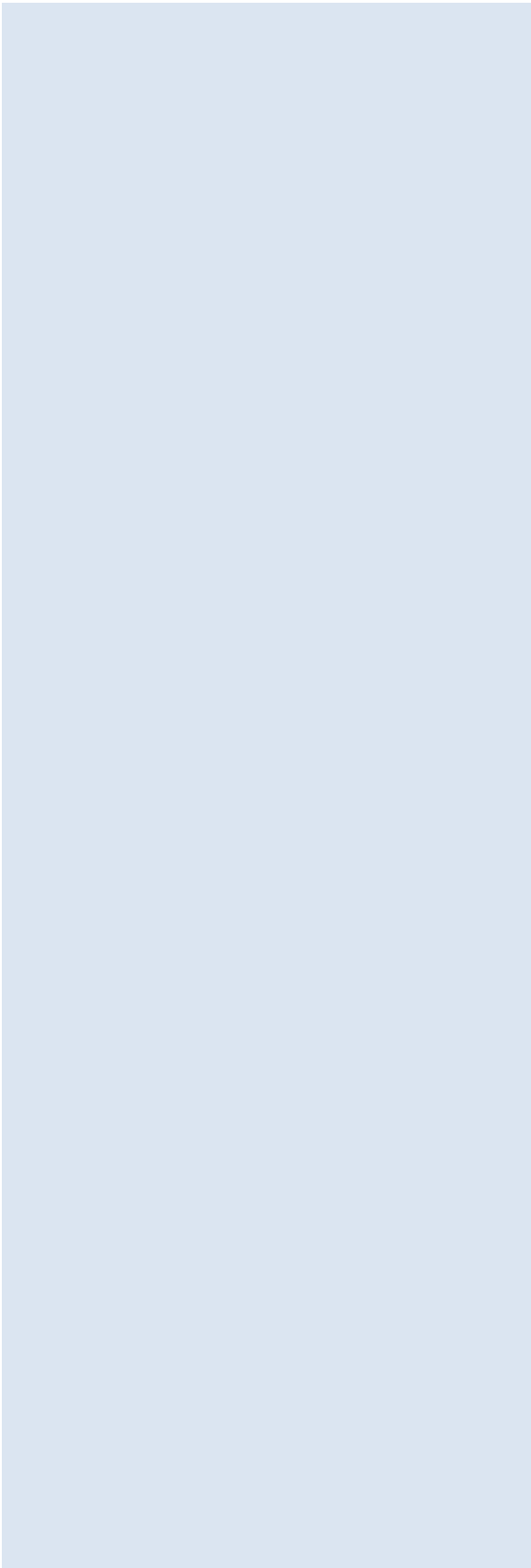
To implement distr#



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We will recruit and retain administrators, faculty, staff and substitutes throughout the district.



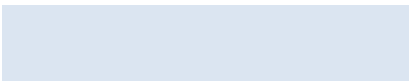
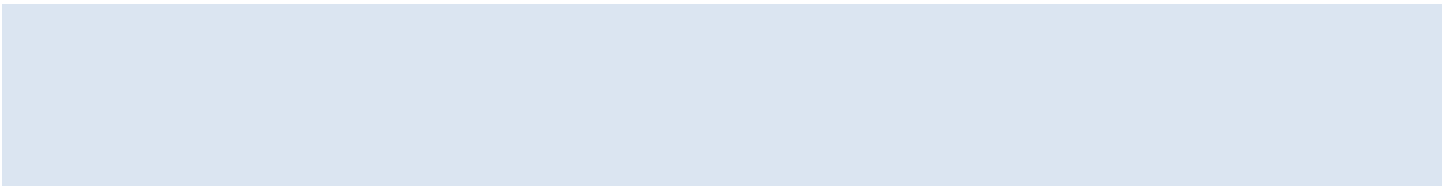
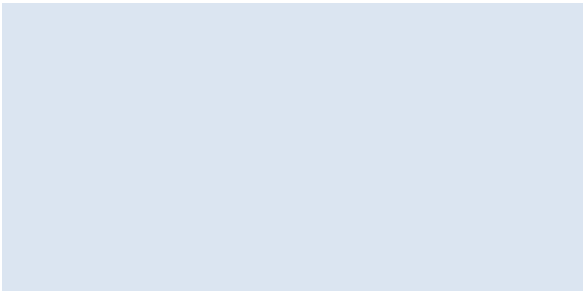
classroom management, and uphold the quality of education in every class, every day.

5. Enhances Leadership and Professional Development

By recruiting and retaining high-quality administrators, the district can maintain strong leadership at both the school and district levels. This ensures that schools have the guidance and vision needed to implement effective programs, while also supporting the professional development of staff.

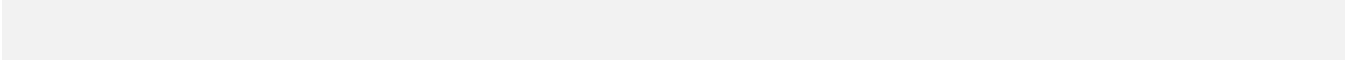
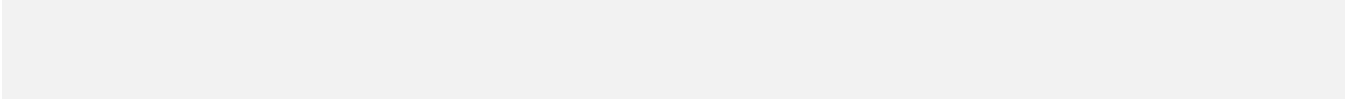
6. Reduces Costs Associated with Turnover

Turnover can be costly due to recruitment, training, and onboarding of new staff. Retaining administrators, faculty, and staff minimizes these costs and allows





Christopher Bayer	Assistant Superintendent, Exceptional Learners	District Office
David Brown	Director for Accountability	District Office
Jennifer Constibile	English, Teacher	NFA, Main
John Fisher	CSEA Union President	
Dr. Natasha Freeman-Mack	Assistant Superintendent, Chief Equity Officer	District Office
Dawn Fuchek	Parent	
Marcie Heywood	Director of	



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