School Comprehensive Education Plan
2022-23

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

Collaboratively Developed By:
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SCEP Cover Page

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to implementing a respectful and inclusive school environment and classrooms to interconnect all students, staff, and families. **SMART GOAL:** By the end of June 2023 school year, student discipline referrals that do not lead to suspension (late to class, late to school, skipped classes, insubordination) will be reduced by 10%.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	The vast majority of stakeholders have shared that though they believe that Liberty High School is a place where they feel respected and valued, there may be some groups of students and families who may not always feel connected to the school community. In student interviews, some students whose first language was not English shared that they often felt disconnected to many other students in the school- primarily because of their current limited English proficiency as well as the origin of them and their families. This was occurring even among students who came from the same areas of Central and South America. In a student focus group, one ENL student stated that despite sharing the same language with others from Central and South America, their dialects are distinct and all have different cultures. As a result, a shared community among these students is not a natural occurrence. Other students of Central and South American origin shared that they would like to make friends from outside of their own circle of primarily Spanish speakers to expand their school experience. The student body as a whole has also expressed through surveys that they do not feel that they are afforded regular opportunities to learn from one another. From the recently administered student survey, only 48% of students agreed that "Teachers provide time for students to discuss topics and learn

	from each other" and 57% of students agree that "I feel welcomed and part of my school." As a result, the school SCEP team has decided to address this issue to ensure that all of our stakeholders feel respected and included each and every day. Regarding the family- school connection, only 42% of staff and 49% of families surveyed believe that "Our school and family organizations such as PTA, work well together "

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Promoting an increase in Cultural Awareness	An annual Cultural Fair will be hosted during the school day where students from similar cultures will present about important aspects of their lives and cultures and offer food dishes that represent traditions.	As students exit the fair, students submit a yes/no exit ticket to the question. Social Media presence	Who: LIM coordinator, LIM Student and Staff Lighthouse teams. When: December
Increase communication and technology awareness.	Bi-Lingual communication technology content videos available via school website. Videos would show families to use Gmail, Schooltool, Google Classroom, Family ID, and Remind App.	Survey parents, staff, and students to find if communication is happening via the platforms provided. Also, determine if usage of these tools is increasing as a result of these videos.	Who: Parent Staff Community Group When: January How: PSC will develop videos in subgroups that can be shared with families via the school website, schoolmessenger, and social media.

To bridge the gap and create a close knit community between the ENL population and the English speaking population.	ENL mentor program pairing ENL students with students who have exited the ENL program successfully. To guarantee consistency for every mentee, develop a program description, common expectations and topics for mentors to cover during the year.	Monthly check-ins with mentors, mentees and staff supervisor(s). Quarterly Focus groups among the participants. Tracking document to determine how many students are participating in the program. Survey students conduct focus groups with mentors to gauge the impact of having a mentor.	Who: ENL Department When: During PM PRIDE program, PLC's, and during school October/November- create program description December to June- Implementation How: Reviewing other similar programs, reviewing our needs, creating our program, and adjusting our program.
Increase inclusivity for all students and strengthen ENL language acquisition.	Embedding turn and talk, group work, partner work, inquiry based methods, and technology strategies into classes, class meetings, and other learning experiences.	Student survey, and administrative observation	Who: LHS Staff When: During the school year How: Collaboration, and professional development opportunities- general, and content specific
To improve the perception of fair discipline processes and procedures in the building.	1. Share discipline processes and priorities with staff, students, and families. ● OSS Exit/Informal conferences ● OSS Student Re-entry Meeting/Plan ● ISS/OSS meetings with social worker/counselor	Increased perception of fairness in student discipline for each group- students, parents, and staff. Current rate for 2021-2022: students: 37% parents: 52% staff: 59%	1. Who: HS Administrators When: Reviewed at the beginning of year How: 1 page synopsis embedded in HS Staff handbook, and HS Staff Google Classroom

	2. Share summary of non-suspendable infractions (lates to class, skipped class, insubordination, etc.).		2. Who: HS Administrators What/How: Submit a global note on a student who is OSS for building wide safety concerns (weapons, drugs, physical behavior, etc) and email staff. Update staff on top disciplinary infractions via weekly update.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	From the PLC surveys, question, "Teachers provide time for students to discuss topics and learn from each other"- 48% Agree I feel welcomed and part of my school- 57% Agree	65% Agree 65% Agree
Staff Survey	From the PLC surveys, question, "Our school and family organizations such as PTA, work well together"- 42% Agree	60% Agree
Family Survey	From the PLC surveys, question, "Our school and family organizations such as PTA, work well together"- 49% Agree	60% Agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Focus Groups:

Student, staff and family focus groups and surveys will indicate that growth is being made in areas related to improving the respect and inclusivity of the school community.

Students of Hispanic descent will share through surveys and focus groups that they feel more included in the school community.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	**Provide opportunities for students to explore and prepare for life post graduation in all areas not limited to college, career and military services.** **SMART GOAL: By the end of June 2023, the Class of 2023 will have at least 75% of students with a completed senior survey career/college/military pathway identified.**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the school's vision?* *Why did this emerge as something to commit to?* *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the school's long-term plans?*	We at Liberty High School believe that opportunities to enhance students' social-emotional well-being, develop an interest in life-long learning, and discover personal meaning should be promoted. This includes, but is not limited to, a future inclusive of college, career, or service. We seek to do a better job of providing an engaging educational experience while sharing the information necessary for students to understand what options may be available to them post high school- regardless of the path they choose to follow. Some students expressed in focus groups that they feel unprepared for their futures after high school. They feel unaware of all the options available to them in terms of career, college, service and wish the school would better prepare them by helping them explore as many options as possible. Additionally, many shared that they do not believe that they possess the skills to personally manage their finances or make basic decisions such as choosing an apartment, buying a car or managing a personal budget. Students expressed that they want the school to better prepare them to be successful adults by helping them to build these skills which they will use later on such as interview skills, time management, study skills for college, etc.

	Also, as part of our commitment to educating the whole student, we believe in empowering students to identify and reach for personal goals through the implementation of the Leader in Me program. We believe these opportunities can serve to motivate students to set goals and strive to obtain them, if they are presented early and often.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase access and awareness of guidance services	Guidance office hours will be visibly posted. Staggered lunch hours so someone is always available to meet with a student. QR code scheduling option posted in hallways, classrooms, and bathrooms.	PLC Survey questions	Meeting schedule Who: Guidance When: Beginning of the year How: Sharing through email, posters, and social media.
Utilize Naviance and ASVAB to support students in identifying interests and skills	Providing all faculty with an overview and access to Naviance and understand its potential.	All staff will have access to Naviance.	Who: All faculty When: Fall How: Raising Naviance awareness through presentation(s), and giving access to faculty.

Civic Readiness	Students in National Honor Society, and Participation in Government classes, (and extra curricular groups who have volunteered) will utilize Passport for Good Application to track achievement, community service, SEL, club/sport activity under a pilot program.	Percentage of students actively using Passport for Good Application.	Who: Advisors, PIG Teachers, NHS Advisor When: Fall How: Piloting through district office initiative
Career/College Opportunities	-Fall (October 17-19, 2022) College Application Days -SUNY Sullivan Financial Aid Night -Bi-Monthly College Tours- students who have interest in NYS state schools within 2 hours. Enhance attendance at SCCC college fair via - recruitment and social media, in person visit. Career fair to exhibit local and non-local jobs and careers.	Satisfaction survey Attendance checks Students write down more colleges they want to hear about	Who: Guidance When: All year How: Set dates, organize college, and transportation Who: Guidance/Dan Hart/BLT When: March/April

			How: Set date, organize vendors
Guest speakers/ assemblies	Speakers brought into lunch periods or recorded videos. Guest booths of local employers, military branches, job corp (local, and regional), SALT, labor union chapters, law enforcement, NYC DEP/DEC, Government Center.	Student interest survey in beginning of the year	Who: BLT for organization and PLC's for ideas When: Throughout the school year. How: Gain ideas from each PLC's prospective area. Identify guest speakers that fit the interest. Reach out to the groups and schedule dates.
Study skills development	Through a required half credit Freshman Leadership Orientation course, students would be introduced to and learn: Social Emotional Learning, Listening Skills, Time Management, Self Directed Learning, Valued Diversity, Team Work, Organizational Skills, Grade Tracking/Checking, Self Advocacy, Post Graduation planning, Long and short term high school planning, Reading Skills, Reading Comprehension Skills, Study Skills, Task Endurance/Test Endurance, Motivation (intrinsic/extrinsic), Accountability, Confidence, Engagement Skills, and Interaction Skills.	Student voice survey- student opinions on what they learned and what may be helpful for future courses. Higher Test Scores and Quality of Work Improvement in grades Improved attendance	Who: Freshman Leadership Orientation Course When: Every other day all year How: Required course

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	From the PLC surveys, question, "Our school leaders talk about the vision, mission and or beliefs of our school"- 58% Agree.	75% Agree
Staff Survey	From the PLC surveys, question, "We help families prepare students for life challenges, including thinking about being College and Career Ready"- 50% Agree	65% Agree
Family Survey	From the PLC surveys, question, "Our school helps us prepare children for life, including being 'College and Career Ready'". - 54% Agree	65% Agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Quantitative data - staff, student and parent surveys. Qualitative - observations via focus groups with students, staff and families

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:
http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

X School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	Leader in Me
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic excellence.

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://www.leaderinme.org/faq/is-leader-in-me-an-evidence-based-program/

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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Please see attached document with names and roles	

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
5/23/22	x		x	x		
5/24/22		X	X	x		
5/25/22				x	X	

Learning As A Team

Directions

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

Student Interviews

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

The student interviews allowed the team to understand several pressing matters which are important to the students.
We learned that some ENL students do not feel connected to the school, due in part to language and social barriers.
Additionally, students shared that they wanted more instruction focussed on how to navigate personal financing and life decisions after they graduate from high school. This was reiterated when they shared that they wanted to learn about things which had more real world type application.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The completion of the equity self-reflection provided opportunities for the team to consider barriers which some students face in trying to access the full benefits of the school. As a result, the school is implementing the Leader in Me and a Student to Student Mentor Programs, both of which will promote community and relationship building.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.

Next Steps