



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

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

Collaboratively Developed By:

The Liberty SCEP Development Team

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

Students:

Kenisha Ledoux (10), Grady Parks (12), Joseph Arias (9), Elmida Aguilar-Reyes (10), Naiara Alvarado Piedy (9), Wengele Garrod (10), Brooke Hessinger (11)

Faculty:

Kelly O'Donnell, Rheanna Fiddle, Christopher Rash, Susana Alvarado, Gina Castelonia

Teacher Facilitators:

Michele Clark, Aaron Salvadge, Lucinda Nolan, Carol Flynn

Administrators:

Derek Adams, Stephen Matuszak, Devin Lamar, Amy Black

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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to improving the overall positive experience for students, staff, and families to support inclusivity and increased student attendance.</p> <p>SMART Goal: By the end of June 2024, the average quarterly student attendance will meet or exceed 88%.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment fits what we envision for the school as it fulfills and relates to the district’s mission and vision.</p> <p>This commitment relates to what we heard when listening to others by reflecting on the needs expressed not being fulfilled by the stakeholders.</p> <p>The data presented reflects that stakeholders expressed not feeling included, connected, or having a positive experience. The chronic absenteeism and referrals for insubordination may be due to certain students having a negative educational experience.</p> <p>Research and evidenced based strategies support these perceptions and were used in conjunction to create our commitment and strategies.</p> <ul style="list-style-type: none"> • Chronic Absenteeism and Culturally Responsive School Leadership • Student Shadowing

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 1

End-Of-The-Year Goals	Attendance and behavior data PLC Surveys	Increased attendance Decrease discipline (late to school and skipped classes) Increased strongly agree and agree on PLC survey: I feel welcomed and part of my school	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	From the PLC surveys: I feel welcomed and part of my school- 36 % agree or strongly agree	42 % agree or strongly agree	
Staff Survey	From the PLC surveys: Our school is student-centered 64% agree or strongly agree	69% agree or strongly agree	
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Attendance and behavior data Create a beginning of the year and mid-year survey that will invite responses to: I feel welcomed and part of my school	Increased attendance Decrease discipline (late to school and skipped classes) Increase in students feel welcomed and part of my school. Mid-year attendance rate of 88% or higher.	

Commitment 1

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Attendance	Attendance report data identifies an increase in building attendance and compare to previous years	
Adult/Schoolwide Behaviors and Practices	Participation in the Shadow a Student Activity	All teachers are scheduled to participate	
Student Behaviors and Practices	Students attending Ask Adams	Student participation	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
September kick-off followed by quarterly class meetings to review chronic absenteeism data, academics, disciplinary data and create goals for each class.	Grade level assemblies held every 10 weeks facilitated by building administration.	Admin: Schedule meetings Reserve auditorium Communicate to staff and students Dates: 9/8/23, 11/28/23, 2/6/24, 4/23/24
Recognize students who have maintained and improved their attendance, behavior, and academics on a quarterly basis.	Quarterly stellar (or other designee) student recognition and gathering (ice-cream, pizza, etc). BLT will work to develop and share criteria.	BLT: Set criteria Schedule celebration Communicate to staff and students Assign resources for celebrations

Commitment 1

<p>Shadow a Student Activity</p>	<p>Teachers and administrators shadow a minimum of one student for an entire day during the 2023-2024 school year. A debrief occurs at the end to share what is learned throughout the process. High School administration will work with staff on details.</p>	<p>Admin/Main office: Finalize protocol Identify students Schedule staff Cost for substitute teachers</p>
<p>Genius Hour Day</p>	<p>Develop a process 1 to 2 times during the 2023-2024 school year to focus on topics of interest between students and staff to make additional connections (examples include chess, baking, book club, gaming, coding). Lighthouse Team/ Leader in Me will work on logistics. Explore including parents or guardians as part of the second Genius Hour Day.</p>	<p>LIM Lighthouse team: Time for Lighthouse Team to plan Scheduling dates Identify resources needed Communicate to staff, students, and families BLT to assist.</p>
<p>Real Talk with Mr. Adams</p>	<p>Monthly opportunity for students to connect with the principal during lunch periods to share questions and/or concerns as well as celebrations. Building principal will set up and communicate the schedule.</p>	<p>Adams: Suggestion Box Time for principal Schedule dates Communication with students Table decorations Dates: 9/11/23, 10/2/23, 11/20/23, 12/11/23, 1/10/24, 2/12/24, 3/4/24, 4/15/24, 5/13/24, 6/3/24</p>
<p>Leader In Me (LIM) Embedded Language</p>	<p>Creating LIM Habits through visualizations and communication including classroom posters, hallway/classroom/bathroom murals.</p> <ul style="list-style-type: none"> ● Morning announcements including LIM language and suggestions. ● Friday afternoon positive LIM announcement. ● Slideshows presented on the TV monitors including the LIM habits. ● Posters of habits in each teaching area. ● Planning for murals through the LIM Lighthouse team. 	<p><u>AM/PM announcement:</u> Morning announcers: -Pride Point recipients are announced in the morning without names (students can submit Pride Points too) -One habit per month. May/June, rotate around back to the 8 habits a week at a time. - Friday Morning announcements created by FLO courses.</p>

Commitment 1

	<p>Referring to LIM Habits and embedding habits into daily life and lessons. Examples include:</p> <ul style="list-style-type: none"> ● Choosing a habit each month to use as a theme in lessons throughout that time period. <ul style="list-style-type: none"> ○ When Curly wants to fight Lennie in “Of Mice and Men,” what could George have done differently to create a win-win (habit 4) situation? ○ Student self-assessment (Be proactive-habit 1, Putting first things first-habit 3). ○ Seek first to understand, then to be understood (habit 5) through discussion protocols ○ Class presentations, debates, jigsaw activities, etc. (Student voice-habit 8) ○ Problem solving, group discussion, pair/share, turn/talk activities, higher order thinking domains (Synergize-habit 6) 	<p><u>Posters:</u> -Money for posters. -Student volunteers create bulletin boards.</p>
<p>Seal of Civic Readiness Implementation</p>	<p>Complete phase 1 of the Seal of Civic Readiness Implementation as outlined to offer the option to students in the class of 2025.</p>	<p>Outlined in the LCSD Seal of Civic Readiness Handbook</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We prioritize offering engaging and relevant lessons that support students to grow and thrive.</p> <p>SMART Goal: By the end of June 2024, 75% of informal walkthroughs and formal observations will contain at least 2 identified SCEP commitment strategies as measured by the 2023-2024 HS SCEP Walkthrough Form.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>According to student and teacher surveys and conversations, lessons that are engaging and relevant to students are important to student growth. They need to feel that what they are learning is important to them and will help them be prepared for life. We are committed to modernizing lessons when possible to provide more opportunities for students to feel part of the learning process.</p> <p>We found that the current curriculum and learning methods need to be updated to better serve our students' growing needs. Students expressed feeling like classroom seating arrangements and learning methods do not always excite them when entering the classrooms. They also expressed missing opportunities to discuss ideas and material together and work with one another.</p> <p>Only 34% of students indicated on the survey that teachers provide the opportunity to discuss material and learn from each other. Only 57% of staff think students and teachers work together in the learning process.</p> <p>Research and evidenced based strategies support these perceptions and were used in conjunction to create our commitment and strategies.</p> <ul style="list-style-type: none"> • Chronic Absenteeism and Culturally Responsive School Leadership • Student Shadowing

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	PLC teacher and student surveys	An increase in: Teachers provide time for students to discuss topics and learn from each other. Our students and teachers work together as partners in learning.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	From the PLC surveys: Teachers provide time for students to discuss topics and learn from each other - 34 % agree or strongly agree	39 % agree or strongly agree	
Staff Survey	From the PLC surveys: Our students and teachers work together as partners in learning 57% agree or strongly agree	62% of our students agree or strongly agree	
Family Survey			

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>

Commitment 2

Mid-Year Benchmark(s)	Create a beginning of the year and mid-year survey that will invite responses to: Teachers provide time for students to discuss topics and learn from each other	Increase in students sharing that teachers provide time for students to discuss topics and learn from each other. A 75% or higher rate of observed SCEP commitments as collected through informal walkthrough and formal observation.	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Attendance	Attendance report data identifies an increase in building attendance and compare to previous years	
Adult/Schoolwide Behaviors and Practices	Administrative Walkthrough Data	Increase in teachers providing student choice and voice, relevant content connections, flexible seating, and incensed in academic student interactions	
Student Behaviors and Practices	Administrative Walkthrough Data	Increase in teachers providing student choice and voice, relevant content connections, flexible seating, and incensed in academic student interactions	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

Commitment 2

		necessary to support these strategies?
<p>Integrate formal lesson closure on a daily basis.</p>	<p>Commit to one classroom closure technique each lesson to have students sum up what they have learned, apply it in a different/real-life/future context, connect with the learning target, answer the essential question, or give feedback on their learning in an effort to reinforce and apply skills/knowledge. Options include the following in connection with learning targets, essential questions, and LIM habits:</p> <ul style="list-style-type: none"> ● Exit ticket- Google forms, Google Classroom practice sets, Jamboard, Mentimeter, etc. ● Formative assessments ● Open ended writing- Summary free write; 3, 2,1; The stamp; etc ● Questioning and check for understanding techniques 	<p>Modeled by administration, and examples provided.</p>
<p>Bring in more relevant materials and build relevant connections during lessons.</p>	<p>Commit to one additional teaching strategy based on student interest or relevancy. Some options include:</p> <ul style="list-style-type: none"> ● Focusing on real life connections and examples for what is learned in classes. ● Connecting classic ideas such as <i>The Outsiders</i> and outlaws to a more recent text or have students analyze taboos in our own society. ● Learning content through the lens of diverse cultures to learn about the world outside of Liberty. ● Each teacher or department can create a questionnaire or survey to be used with students in September to determine interests. <p>This will be introduced and explained during opening day conference days.</p>	<p>Subscriptions to teacher resources Update book list for English Department (new books are in the book room but updated list needs to be created and approved by the BOE - if needed)</p>
<p>Utilize classroom space to optimize lesson effectiveness.</p>	<p>Commit to one classroom spatial strategy in an effort to diversify the classroom environment and optimize lesson effectiveness. Options include:</p>	<p>Flexible seating options(need educators who want to pilot this)</p>

Commitment 2

	<ul style="list-style-type: none"> ● Desks arranged in groups, partners, and single desks ● More comfortable chairs ● Flexible seating options ● Lights off when it's fitting for the activity ● Materials accessible for students to use/borrow when appropriate ● Reserve the Library Media Center Classroom 	<p>Repurpose furniture available (tables, chairs, etc.)</p> <p>More charging stations with longer cords</p> <p>Softer light options for classrooms</p>
<p>Allow opportunities for student choice and voice.</p>	<p>Commit to use one method that provides students choice in the classroom. Options include the following list:</p> <ul style="list-style-type: none"> ● Selecting a topic to work on ● The option to work solo, in a partnership or in a group ● Providing the choice of paper or digital medium when possible ● Choosing the way to demonstrate knowledge (paper, video, poster, Tik Tok, etc.). ● Choice boards 	<p>Professional development session</p> <p>Teacher PD study groups to brainstorm and grow these methods</p>
<p>Build in opportunities within lessons for students to work together.</p>	<p>Commit to one instructional strategy that allows for students to work together. A list of possibilities is below:</p> <ul style="list-style-type: none"> ● Projects ● Discussions (Academic Conversations) ● Games ● Peer review activities ● Think-Pair-Share (and similar activities that allow for some communication between students as part of the learning process) <ul style="list-style-type: none"> ○ T-P-S ○ Think, Pair, Share ● Jigsaw methods ● Team building activities in classrooms or class levels so students can get to know each other better and improve their ability to work together in different situations 	<p>Professional Development opportunities - group activities, classroom management</p>

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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

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	Evidence based pedagogical strategies outlined in the plan above to build collective teacher efficacy
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Directly finds solutions to issues identified by students through building collective teacher efficacy to positively impact students.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	https://www.ascd.org/el/articles/the-power-of-collective-efficacy

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.

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
Kenisha Ledoux	Student - Grade 10
Grady Parks	Student - Grade 12
Joseph Arias	Student - Grade 9
Elmida Aguilar-Reyes	Student - Grade 10
Naiara Alvarado Piedy	Student - Grade 9
Wengele Garrod	Student - Grade 10
Brooke Hessinger	Student - Grade 11
Kelly O'Donnell	Teacher - Social Studies
Rheanna Fiddle	Teacher - English
Susana Alvarado	Teacher - ENL
Christopher Rash	Teacher - World Language
Gina Castelonia	Social Worker
Michele Clark	Teacher and Facilitator - English
Aaron Salvadge	Teacher and Facilitator - World Language
Lucinda Nolan	Teacher and Facilitator - Science
Carol Flynn	Teacher and Facilitator - Special Education
Amy Black	Administrator - Asst Director of Student Services
Stephen Matuszak	Administrator - HS Assistant Principal
Devin Lamar	Administrator - HS Assistant Principal
Derek Adams	Administrator - HS Principal

Our Team's Process

Lynette Brunger	Administrator - Asst. Superintendent
Dr. Patrick Sullivan	Administrator - Superintendent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
May 25	X	X	X	X	X	X	X
June 7						X	X
July 20						X	X
August 3						X	X

Learning As A Team

Directions

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

Students helped create the plan for the following year

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** 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 July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.