

Priority Plan

2024-25

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

Collaboratively Developed By:

The HS Priority Plan Development Team

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

Students:

Kenisha Ledoux, Joseph Arias, Elmida Aguilar-Reyes, Naiara Alvarado Piedy, Isiah Johnson

Faculty:

Jessica Edwards, Edward Lare, Kevin Moller, Kelly O'Donnell, Ashley Holloway, Shannon Hanson, Gina Castelonia, Christopher Rash

Teacher Facilitators:

Kathleen Johansen, Lucinda Nolan, Craig Risco, Aaron Salvadge, Chiara VanValkenburg

Administrators:

Stephen Matuszak, Lacy Jones, Derek Adams, Marianne Serratore, Dr. Patrick Sullivan

Other: *Eric Sheninger*

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to improving the overall positive experience for students, staff, and families to support inclusivity and safety will lead to increased student attendance.</p> <p>SMART Goal: By the end of June 2025, the triangular data points for question number 38 on the Student Voice Survey survey, question number 7a on the School Performance Scan: Staff Survey, and number 44 on the Family Engagement Survey will increase by 3% each through the use of the outlined strategies.</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, safe, having a positive experience, or feeling properly trained in some instances. The chronic absenteeism and referrals for insubordination may be due to certain students having a negative educational experience.</p> <p>Student Voice Survey # 38: Our school deals effectively with bullying. Only 45% of students agree or strongly agree with this statement.</p> <p>School Performance Scan # 07a: Our Building Administration makes certain we have relevant, targeted professional development. Only 40.6% of staff agree or strongly agree with this statement.</p> <p>Family Engagement Survey # 44: Our school has programs for families so we can help our children at home. Only 48.4% of families agree or strongly agree with this statement.</p>

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 (complete at the end of the year)
End-Of-The-Year Goals	Triangle survey data in Spring of 2025	We hope to see a 3% increase in: question number 38 on the Student Voice Survey survey, question number 7a on the School Performance Scan: Staff Survey, and number 16 on the Family Engagement Survey.	

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 (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Student Voice Survey # 38: Our school deals effectively with bullying. Only 45% of students agree or strongly agree with this statement.	3% increase in agreement (48%)	
Staff Survey	School Performance Scan # 07a: Our Building Administration makes certain we have relevant, targeted professional development. Only 40.6% of staff agree or strongly agree with this statement.	3% increase in agreement (43%)	
Family Survey	Family Engagement Survey # 44: Our school has programs for families so we can help our children at home. Only 48.4% of families agree or strongly agree with this statement.	3% increase in agreement (50%)	

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

Commitment 1

	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)	Mid-year HS Priority Plan Meeting or student/staff/parent survey	Checkpoints accomplished and informal feedback	

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	Spring 2024 MRA survey.	Both Quantitative and Qualitative	
Adult/Schoolwide Behaviors and Practices	Spring 2024 MRA survey.	Both Quantitative and Qualitative	
Student Behaviors and Practices	DESSA Fall survey 2024.	Both Quantitative and Qualitative	

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?
Students will be presented with school interventions and resources to support them with bullying at the 10 week class meetings.	Administrators will highlight DASA procedures as well as the role of staff in supporting students with bullying.	Administrators, scheduled during class meetings every 10 weeks, process required would be during presentations. Reporting form for issues (QR code)

Commitment 1

Social emotional awareness through FLO classes.	Sharing of the reporting form, defining bullying, and conflict management embedded into lessons/habits.	Planned lessons
Anti-bullying spirit week November 11-17.	Daily themes and announcements will be made, bulletin boards based on the theme for the anti-bullying week and throughout the year.	The Lighthouse team will organize and sponsor.
Parent Support Information	Parents will be supplied a flier with video links on how to utilize school technology such as SchoolTool, Google Classroom, and Parent Square to support their students. A station at Freshman Orientation, Open House, and Parent-Teacher Conferences where parents can stop by for assistance will be made available.	Flier with video links. Station with personnel that can assist parents. Instructional technology coach can assist. Confirm videos - Student volunteers (NHS, Lighthouse, and student government)
Staff PD Offerings	Encouraging staff to develop and offer internal professional development options within the scope of the DCIP and Priority plan foci. Support to explore MyLearningPlan (MLP), Rbern, and The SC Teacher's Center for targeted professional development.	Admin will share a form to see interest and recruit those exhibiting best practices aligned with DCIP and Priority plan foci. MLP/Teacher Center options presented on opening day.
Video casted morning announcements, sharing events, and highlighting student achievements.	Newscast for morning announcements. Rotating between Mr. Risco and Mr. Feasel's class.	Identify students between classes - seniors, bi-lingual, and appropriate. Determine rotation of students. Ensure that announcements are shared with Mr. Risco.

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 2025, the triangular data points pertaining to student interest and engagement will increase by approximately 3% on the student voice, school perception (staff), and family engagement surveys through the use of the outlined strategies.</p> <p>See Progress Targets below for more details.</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>Student, staff, and family surveys indicate students are not interested in their classes and are not engaged. We commit to shifting from compliance to full engagement in classes.</p> <p>In the 2024 student voice survey, 37.1% of students agreed or strongly agreed with the statement “Classes are interesting and keep my attention.” 48.8% of students agree or disagree with the statement “In class, we often work with partners, or in groups.” 46.5% of students agree or strongly agree with the statement “I am comfortable asking questions in class.”</p> <p>63.9% of families agreed or strongly agree with the statement “Teachers make classes interesting and engaging.” 70.7% of staff agree or strongly agree with “Teachers make classes interesting and engaging.”</p> <p>Students indicated in the committee meeting that opportunities to turn and talk to peers helps them feel engaged. Having the opportunity to choose a side and argue their points makes them feel engaged. Opportunities to do hands-on activities and choices help them feel engaged.</p> <p>Teachers discussed that hands-on activities, simulations, experiences, and games make them feel their students are engaged.</p>

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	Triangle survey data in Spring of 2025	We hope to see increases in the percentage of people who agree or strongly agree with statements regarding class interest and engagement.	

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

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)	Walkthrough data	We hope to see more lessons that are relevant, engaging, and inclusive of student interest.	

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	Walkthrough data (engagement) Attendance records Passing rates	We hope to see an increase in student engagement in the classroom. We hope to see an increase in student attendance. This will hopefully result in more students passing their classes.	

Commitment 2

Adult/Schoolwide Behaviors and Practices	Walkthrough data Staff PLC and SD conversations	We hope to see an increase in teachers and staff striving to make lessons engaging and interesting for students. We hope to see teachers trying new strategies that include student preference and interests. We hope to see teachers setting routines to allow for maximum learning.	
Student Behaviors and Practices	Discipline data	We hope to see an increase in student engagement and a decrease in student behavioral issues within classrooms because interesting, engaging lessons prevent some disruptive behaviors. This will hopefully result in fewer referrals and disciplinary consequences.	

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?
Utilizing research based teaching practices to develop relevant and engaging lessons.	<ul style="list-style-type: none"> Continued professional development (EDI, Multi Language Instruction, etc.) to develop lessons that are engaging and relevant. Staff will utilize at least one simulation, hands on activity, or student experience per month to increase relevance and engagement. Examples include: <ul style="list-style-type: none"> imperialism simulation parallel lines cut by transversal activity virtual field trip Staff will use allotted PLC and/or CTT time to share, discuss, and create lessons and activities geared toward student engagement and relevance. 	<p>Professional development during Staff Development meetings and conference days (Sheninger, SDI and EDI (RPC), other PD consultants like Rbern)</p> <p>CTT and/or PLC time devoted to discuss, share, and create engaging strategies and lessons</p>

Commitment 2

	<ul style="list-style-type: none"> ● Staff will have the opportunity to visit each other's classrooms to view instruction or activities so they can collaborate as they build engaging lessons. 	Schedule of when walkthroughs occur
<p>Create classroom communities that foster respect and facilitate safe spaces for students to interact and learn together.</p>	<ul style="list-style-type: none"> ● Staff will integrate community building activities to create a classroom environment in which students feel comfortable participating and asking questions at least once a month. Example include: <ul style="list-style-type: none"> ○ Icebreakers: Start the year with fun icebreaker activities to help students get to know each other. Examples include "Two Truths and a Lie," "Human Bingo," and "Speed Networking." ○ Classroom Agreements: Collaboratively create a set of classroom rules or agreements. ○ Team-Building Games ○ Student-Led Activities: Allow students to lead certain activities or discussions. ● Staff will fuse partner and group work within their classrooms to build authentic relationships, allow for academic discussions among students, and scaffold student participation to encourage all students to actively engage at least twice per month. Instructional strategies that allow for students to work together are: <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 	<p>Reminder and brainstorming for building a classroom community (September Conference Days)</p> <p>Continued encouragement and PD to allow students to work together in the classroom</p> <p>Engagement Strategy Resource - topics include choice, voice, partner/group, closure relevance, games</p>

Commitment 2

	students as part of the learning process) ○ Jigsaw methods	
Collecting feedback from students throughout the year on what makes lessons engaging for them.	<ul style="list-style-type: none"> ● Staff will create opportunities for student choice and voice through surveying students on their interests and offering personalized options to demonstrate learning at least once per month. Examples include: <ul style="list-style-type: none"> ○ Student surveys: explicit student voice through sharing options of methods, strategies, and techniques from a menu picked by the teacher. ○ Reflective Activities: Use reflective journals or exit tickets to give students a chance to express their thoughts and feelings about the class. ○ Selecting a topic to work on or explore ○ Personalized ways to demonstrate knowledge (paper, video, poster, Tik Tok, etc.). <ul style="list-style-type: none"> ■ Choice boards ■ Playlists ■ Menus ● As part of Mr. Adams' Real Talk, he will ask students questions such as: <ul style="list-style-type: none"> ○ What does engagement mean? ○ What does engagement look like to you? ○ What makes lessons engaging to them? ○ What makes classrooms comfortable for them? ○ Why do students attend some classes and not others? ○ What encourages you to participate in classes or not participate in classes? 	<p>Real Talk with Mr. Adams during lunch periods one per month</p> <p>Converting extra time in quarterly meetings to solicit opinions and preferences from students</p>

Commitment 2

	<ul style="list-style-type: none">○ How do you know when you're learning? He will share themes and ideas with the staff so they can continue building their engagement strategies.● Administration will use extra time in quarterly meetings to allow students to express opinions or preferences.	
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Our Team's Process

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 11
Joseph Arias	Student - Grade 10
Elmida Aguilar-Reyes	Student - Grade 11
Naiara Alvarado Piedy	Student - Grade 10
Isiah Johnson	Student - Grade 9
Jessica Edwards	Teacher - Special Education
Edward Lare	Teacher - Math
Kevin Moller	Teacher - Social Studies
Kelly O'Donnell	Teacher - Social Studies
Ashley Holloway	Teacher - English
Shannon Hanson	Teacher - ENL
Gina Castelonia	Social Worker
Christopher Rash	Teacher - World Language
Chiara Vanvalkenburg	Teacher and Facilitator - English
Craig Risco	Teacher and Facilitator - Social Studies
Aaron Salvadge	Teacher and Facilitator - World Language
Lucinda Nolan	Teacher and Facilitator - Science
Kathleen Johansen	Teacher and Facilitator - Art
Amy Black	Administrator - Asst Director of Student Services
Stephen Matuszak	Administrator - HS Assistant Principal
Lacy Jones	Administrator - HS Assistant Principal
Derek Adams	Administrator - HS Principal
Marianna Serratore	Administrator - Asst. Superintendent
Dr. Patrick Sullivan	Administrator - Superintendent
Eric Sheninger	Consultant

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the Focus Plan Planning Document	Writing the Plan
5/17/24	X	X	X	X	X	X	X