

# LIVERPOOL

## CENTRAL SCHOOL DISTRICT

*Preparing our Students for Tomorrow...Today*



**STRATEGIC PLAN  
2023-2025**

## Message from the Superintendent

Dear Liverpool community,

On behalf of the Liverpool Central School District, I am pleased to present a strategic plan that will guide district decision-making through the next two years. This plan provides our school community with a renewed commitment to educational opportunity for all, with shared goals and data-driven priorities designed to meet the needs of all students.

We are grateful to our school community for their input in adjusting and refining the plan's goals and priorities through our community forums. Together, we have designed a plan that is intended to align with our school district's mission statement of: **Preparing our Students for Tomorrow...Today.**

This plan reflects the district's core values and goals with a commitment to supporting our students and staff in all facets of their lives.

Within those areas, we have identified objectives and strategies that will enable us to measure our progress and align our workforce and financial resources in a manner that facilitates the achievement of these goals.

We look forward to the important work ahead!

Sincerely,

Daniel G. Henner  
*Superintendent of Schools*



## Our District

Liverpool has a long history of providing an excellent educational environment for nearly 6,700 students, of which 84% pursue higher education. The district offers a wide range of programs and services, including honors and Advanced Placement courses, cutting-edge technology, a highly respected special education program and numerous extracurricular activities.

Committed to preserving its high standards and strong curriculum, Liverpool maintains active relationships with many local colleges and universities including Syracuse University, SUNY Cortland, SUNY Oswego, SUNY ESF, Le Moyne College, Rochester Institute of Technology, Onondaga Community College and SUNY College of Environmental Science and Forestry. Students have the opportunity to earn both high school and college credit in a variety of subjects.

**The vision of the Liverpool Central School District is to establish and support opportunities for all students to be effective communicators, innovative thinkers, problem solvers, and life-long learners who contribute to an ever-changing world.**

**The following goal areas will provide a structure for establishing the district's strategic roadmap, which will guide and focus our collective work over the next two years from 2023-2025.**



# Strategic Goal Areas

1

**A Commitment to Continuous Improvement:** Professional Learning Communities

2

**A Commitment to a Culture of Respect:** Diversity, Equity, Inclusion and Accountability

3

**A Commitment to Pathways for Every Student:** Authentic Learning Experiences

- » Career and Technical Education (and Career Awareness)
- » Project-Based Learning
- » STEM Activities
- » Engaging Community Partners

4

**A Commitment to Student Support:** Mental Health, Wellness and Social-Emotional Learning

The mission of the Liverpool Central School District is “Preparing Our Students for Tomorrow...Today.”



## A Commitment to Continuous Improvement: **Professional Learning Communities**

### **GOAL:**

LCSD will create an equitable system based upon a viable and guaranteed curriculum with defined priority standards that are aligned and measurable. All K-12 students will master LCSD priority standards and will be systematically measured with common assessments. Response to Intervention (RtI) and/or enrichment will be systematic for all students.

### **Action Steps:**

- 1.** Ensure all staff members understand the attributes of a Professional Learning Community (PLC)
  - » Shared mission, vision, values, goals
- 2.** Select, define, and create the curriculum and measurement for priority standards in all curricular areas K-12
- 3.** Direct teams to collect and analyze evidence of student progress in mastering priority standards.
- 4.** Provide instruction for students who are proficient with priority standards (enrichment) and those who are working towards proficiency

### **Measurements:**

- » Student Achievement Data
- » Common Formative Assessments
- » System for RtI
- » Multi-Tiered System of Supports (MTSS)



A Commitment to a Culture of Respect:  
**Diversity, Equity, Inclusion and Accountability**

**GOAL:**

To create a highly inclusive school community where all students, staff and families are provided equitable opportunities and multiple expressions of diversity are seen as assets for teaching and learning. The diversity, equity, inclusion and accountability (DEIA) goal is grounded in an education system that creates:

- » Students who will experience academic success
- » Students who will be socio-politically conscious and socio-culturally responsive
- » Students who will have a critical lens in which they challenge inequitable systems of access, power and privilege

**Phase I: Raising Awareness**

- » All buildings/quadrants are represented on the LCSD DEIA Committee
- » All stakeholders' (community, students, staff, and families) voices are honored and valued for input and planning of DEIA work
- » Professional development for all LCSD staff on identity, culture, equity, biases, and diversity
- » An inclusive curriculum audit will be conducted, and school data will be analyzed for biases and indicators

**Measurement:**

- » Every Student Succeeds Act (ESSA) Accountability Determinations for each building
- » Surveys: community, students, staff, and families
- » Diversity Rubric for Curriculum (Teach Tolerance)
- » Work session committee minutes, attendance, and product

**Phase II: Building Capacity**

- » Continued professional development for all LCSD staff on identity, culture, equity, biases, and diversity
- » Community input will be honored and valued to ensure integration of cultures and diversity (based on the newly defined quadrant system)
- » Perform ongoing audit of curriculum, instruction, and assessment for inclusive and implicit biases, and analyze school data for indicators

**Measurement:**

- » ESSA Accountability Determinations for each building
- » Stakeholder survey results
- » Diversity Rubric for Curriculum (Teach Tolerance)

**Phase III: Full Implementation and Revisit Journey (2023+)**

*\*\*Full implementation plan will be revised based on annual survey results\*\**

- » Ongoing professional development for all LCSD staff on identity, culture, equity, biases, and diversity
- » Ongoing curriculum, instruction, and assessment planning for alignment on diversity, equity, and inclusion
- » Assess protocols, policy changes, meetings and shared decisions

**Measurement:**

- » ESSA Accountability Determinations for each building
- » Survey and self-reflection
- » Diversity Rubric for Curriculum (Teach Tolerance)



A Commitment to Pathways for Every Student:  
**Authentic Learning Experiences**

**GOAL:**

By June of 2025, all schools will create authentic learning experiences that explore, develop, and enhance skills required for students to be successful in future endeavors.

**Action Steps:**

- 1.** Increase the number of students from all elementary schools that participate in authentic learning experience events (e.g. Strategies That Engage Minds program)
- 2.** Promote and increase awareness of College and Career Pathway and CTE Pathway opportunities with all stakeholders
- 3.** Develop multiple pathways for students K-12
- 4.** All middle level students will enroll in at least one Career and Technical Education class
- 5.** Strengthen business and community partnerships for career-focused learning experiences for all students
- 6.** Develop four new College and Career Pathway and CTE Pathway opportunities
- 7.** Enhance district programs using Central New York business landscape and initiatives

## Measurements:

- » Increase the number of Science, Technology, Engineering, and Math (STEM) events and programs offered to students at all levels
- » Boost enrollment in College and Career Pathway and CTE Pathway programs annually while enhancing pathway development
- » Build a local community partnerships and businesses database, then analyze engagement
- » Set a target number and/or specify the frequency of the number of strategic planning meetings, events, or other community opportunities with business leaders in our region
- » Increase the number of Work-Based Learning opportunities for students through community partnerships





A Commitment to Student Support:  
**Mental Health, Wellness and  
Social-Emotional Learning**

**GOAL 1:**

Every member of LCSD will have access to appropriate and equitable mental health support.

**Action Steps:**

- 1.** Increase mental health staff (school counselors, school psychologists, and social workers) and provide access to a school-based mental health clinic in every building
- 2.** Maintain and sustain mental health professional development (e.g. mental health first aid, therapeutic crisis intervention for schools, Helping Students at Risk for Suicide [HSAR] program, Dialectical Behavior Therapy Steps A [DBT] pilot program)
- 3.** Implement universal screening: e.g. Behavior Intervention Monitoring Assessment System (BIMAS) of mental health supports, with a corresponding MTSS
- 4.** Collaborate with community agencies to address the mental health needs of families

## GOAL 2:

To improve student and staff attendance through a wellness initiative

### Action Steps:

1. Create a welcoming, safe and orderly environment for staff and students
2. Create access to the Wellness Center at LHS for all members of the LCSD community
3. Provide resources and professional development that informs and educates staff and students on various wellness topics
4. Meet minimum NYSED mandates for physical education for all students K-12

## GOAL 3:

Provide equitable and consistent social-emotional learning (SEL) opportunities for all students

### Action Steps:

1. Support classrooms with a SEL Coach
2. Create a crosswalk (alignment) of NYSED SEL standards
3. Identify and implement an appropriate curriculum for each developmental level (elementary, middle, high school)
4. Increase professional development opportunities and resources
5. Increase student skills in SEL core competencies (self-awareness, self-management, responsible decision-making, social awareness, and relationship skills)





# LIVERPOOL

CENTRAL SCHOOL DISTRICT

195 Blackberry Rd., Liverpool, NY 13090

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