



Innovation Schools Annual Evaluation

New Liberty Innovation School

For School Year 2018-2019

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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2018-2019 school year should be submitted by August 1, 2019. Questions and completed evaluations should be submitted to Brenton Stewart at bstewart@doe.mass.edu. Please note in the subject line of the email message "Innovation School Annual Evaluation 2018-2019_*[insert School name_District name]*."

Innovation School/Academy Information

| | |
|---|--|
| School/Academy Name: New Liberty Innovation School | |
| School Type (New/Conversion/Academy): Conversion (from a Charter) | District Name: Salem Public Schools |
| Year Innovation Status Granted: 2016 | School Year Implementation Commenced: 2017 |
| Grades Served: 9-12 | Total Enrollment: 55 |
| Mission: New Liberty Innovation School will educate underserved and under-resourced youth to realize their full potential as high school graduates and prepare them for success in college or career, and citizenship. | |
| Vision: New Liberty Innovation School will achieve this mission by leveraging educational innovations and public/private partnerships to: <ul style="list-style-type: none"> • Provide rigorous academic instruction and remediation opportunities • Provide a self-paced, competency-based educational environment • Provide full social support services and onsite counseling • Develop in NLIS students the essential habits of stable, independent adults. These include mindfulness, tenacity, and organizational skills, among others to be developed with all staff and student input • Build the confidence and competence of NLIS students through weekly adventure and challenge programming • Provide career readiness skills, leading to internships and employment, in collaboration with partner organizations • Develop strong anchor relationships between students and staff • Develop programming grounded in resiliency, healthy connections, academic competence, and self- advocacy skills. | |
| Educational Model: Competency-based education | |

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2018-2019 school year.

Curriculum, Instruction, and Assessments

1. The autonomy to create unique curricular materials in the academic, social/emotional learning and employment realms.
 2. The autonomy to provide instruction through a variety of modalities and using many platforms including classroom instruction, individual tutoring, student-led investigations, offsite experiential education and online instruction.
 3. The autonomy to assess students through growth portfolios and exhibitions of learning
- **any successes or challenges experienced during implementation;**
 - We continued to make edits to our academic, social/emotional learning, and employment curricular materials during the 2018-19 SY.
 - We finalized a new graduation pathway for students who are very under-credited and over-age.
 - We built out our Employment Pathway to include a requirement to at least apply to college or a post-graduation training program before graduating from NLIS.
 - Staff met to give feedback on proposed major changes to our employment competencies for the 2020 SY. These competencies will now also encompass college readiness skill training. This summer we are creating a comprehensive set of tasks that each student must complete in this area before graduation. For example, these will include watching videos on Roadtrip Nation, an online career development website.
 - We have expanded our use of Blended Learning (BL) to include Blended Learning classes in humanities, science, and math. Our Blended Learning Strategist works to train teachers on the core components of BL and to trouble shoot any difficulties they may encounter. Blended learning incorporates classroom instruction, individual tutoring, student-led investigations, and online instruction.
 - We are using district-purchased blended learning platforms such as Nearpod and Schoology. We will receive new textbooks and accompanying online materials for ELA, math, and science for this coming fall.
 - We continued to engage students in regular off-site experiential learning opportunities through our regular Adventures. We took students to Project Adventure, Boda Borg, the Museum of Fine Arts Boston, and local attractions such

as the Peabody Essex Museum several times during the 2018-19 SY. Students demonstrated evidence for various competencies during these Adventures.

- We continue to expand the ways in which we assess students at NLIS. Students prepared portfolios of work during the 2019 SY to share during our two Student-Led Conferences with families and teachers. Teachers still use student growth portfolios and exhibitions on a regular basis, particularly when assessing social/emotional skills. We hope to expand our use of exhibitions during our quarterly finals days for the 2020 SY.
- **how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet;**
- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- Our new pathway for students who are very under-credited and over-age responds to a variety of student needs, particularly for students who are identified as “high-risk,” because they have a disability, are an English Learner, and/or struggle with poverty.
- A few of our recent graduates (June 2019) graduated under our new alternative plan.
- Our social/emotional and employment competencies directly support high-needs students in learning the soft skills necessary for success in work, post-grad education, and life. Our graduates always site them as having been one of the most useful things they learned at New Liberty.
- Students can earn social/emotional competencies by collecting evidence and presenting on positive changes they are making in their personal life, such as at work, to our teachers. This is helpful for students who must work outside of school, so that some of their experience outside of school can count towards graduation credit. We also require students to have been in at least one internship or job for a minimum of 8 weeks before they can graduate.
- This year we required students to at least apply to college or a program after graduation, as part of their “Employment Pathway” graduation requirement. Because of this, many more will be attending college next fall than in previous years.
- Using a variety of assessments provides more entry points for students who struggle academically. For example, in some cases a portfolio or project might better demonstrate a students’ learning than a multiple-choice test.
- Use of blended learning allows students who struggle with attendance to make up work when they return (such as in a Schoology classroom) and/or to make up work from home. For example, some of our students have young children and

they must miss school to be home with them. They can still access their work online from home.

- Students have access to non-academic opportunities through our regular Adventure programming (field trips). Students also go to the Salem Y most days, as part of our school program of study. This is imperative for exposing students to a wide variety of experiences outside of school, many of which they would not have had access to otherwise.
- Finally, competency-based education focuses on skill/content mastery over seat-time and completion of “busy work.” At NLIS, students never fail and have multiple opportunities to demonstrate knowledge.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of budgetary flexibilities during the 2018-2019 school year.

1. Autonomy to budget funds for conferences and staff travel to visit other programs.
2. The autonomy to use the annual budget allotment for New Liberty to create the staffing and programs that best meet the needs of the students at NLIS. NLIS budget decisions will be made in consultation with Salem Public Schools Central Office administrators and will be reviewed annually as part of the budgeting process.
3. The autonomy to raise and spend funds from grants, private fundraising, and third-party sources.
4. The autonomy to establish a non-profit organization that will serve as a fundraising arm and partnership coordinator for NLIS.
5. The autonomy to retain and spend a portion of all tuition and fees collected from out of town students for the betterment of NLIS.
6. The autonomy to determine the use of NLIS Title 1 and Title 2a funds in accordance with district and federal grant compliance.

- **any successes or challenges experienced during implementation;**

- We participated in Inter-district School Choice for the first time during the 2019 SY. Through this, we welcomed a total of 9 students (of the 10 slots we were allotted). We were able to use the money we received for these students to hire a part-time front desk paraprofessional.

- NLIS worked collaboratively with the district to allocate money for instructional supplies and professional development to best meet the needs of the school. The district has been very accommodating and helpful in covering the costs of items that were too cost prohibitive for NLIS, such as Naviance for college planning and prep.
- We established a 501(c)3 in August 2018 called The New Liberty Innovation Fund. We were able to raise over \$3,000 through private donations, which we used for student enrichment opportunities like Adventures.
- We were not eligible to receive Title 1 or 2a funds during the 2018-2019 School Year.
- **how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet;**
- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- Our Fund money allowed us to offer more Adventure programming this past year. Students have access to non-academic opportunities through our regular Adventure programming (field trips). Students also go to the Salem Y most days, as part of our school program of study. This is imperative for exposing students to a wide variety of experiences outside of school, many of which they would not have had access to otherwise.
- The Fund also allowed us to purchase materials for our new student-run, start-up “company,” Project Liberty. Students made various crafts to sell (to support the school) during an Open House with families. One student designed a new NLIS t-shirt, which was very popular with students and staff.
- We hope to continue to raise more money through the Fund and to use that money to purchase materials and offer more adventure programming.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2018-2019 school year.

- The autonomy to schedule school days, exhibition days, vacations and holidays, class times, block length, etc. as needed (including summer programming) that meet the time on learning (TOL) requirements in MA.
- The autonomy to individualize staff work days based on student attendance trends and the availability of off-site employment and competency development opportunities.
- The autonomy to schedule professional development days to the New Liberty calendar and select the content of these professional development days.
- The autonomy to partner with other agencies to provide additional programming during and after regular school hours, on weekends and during vacations. New Liberty students may participate in and create evidence for their competency portfolios through these programs.

- **any successes or challenges experienced during implementation;**

Successes

- We gather staff feedback following every trimester and use that information to make slight adjustments to our schedule before the next trimester.
- Last year we began each trimester with a STEM advisory challenge day, where students competed to produce the best final product instead of attending regular classes.
- We were able to take advantage of our scheduling autonomies to hold Student Led Conferences for the entire day on November 20th, 2018 and April 1st, 2019 rather than regular classes.
- Students continue to have an early release day (1:30) every Wednesday to allow for staff meetings and our teacher PLC meeting. Students go to Flex Blocks on Wednesdays now, which gives them time to make up missing work or move ahead in classes.
- We experimented with a long afternoon project block for half of the year. This project block was co-taught, but allowed all the other teachers to have additional common planning time.
- We again changed our class schedule during our annual Symposium (Project Month) in December (2018 was our third time running Symposium Month).
- We had one staff member who was .6-time and this autonomy allowed us to schedule her hours in a way that best met the needs of our students.
- Our staff hours do vary slightly based on role and whether they are in a union or not. For example, teachers work from 8:45-3:45, while our Recruitment and Intake Specialist, who is not in a union, works from 8:45-4:30.
- Our Employment Specialist utilized our staff scheduling autonomy by meeting with outside partners at various times throughout the day and early evening.

- We had an outside consultant lead staff PD in the fall to train staff on Service-Learning. We incorporated service learning into our 2018 Symposium Month.
- For additional programming offered by outside partners, several of our students participated in Root last year, which allowed them to learn culinary arts skills, earn a few certifications like Serve Safe, and potentially get a job after they finish. Students attended classes in the morning at NLIS and then went to Root for the afternoon for three months.
- The Haven Project in Lynn received a small grant that allowed them to send a staff member to our school once a week to work with our older teens/young adults who were struggling with housing. A few of our current and former students were able to get apartments at Harborlight through working with the Haven.
- Finally, students got to visit The Haven Project's sheltered employment and training program, "Catalyst," and were inspired by that to create Project Liberty, our own entrepreneurial effort.

Challenges

- We continue to tinker with our schedule and found some pain points with it last year. For example, at the beginning of the year we ran two 70-minute classes/day. These proved to be just too long, particularly for our younger students.
- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- Our late start (9:00) better meets the research-identified need for teens to get more sleep
- Our frequent rotation of classes (trimesters and project month) provide students with fresh entry points throughout the year, so that they never feel they've "failed" a class and give up.
- Students earn credit (competencies) through their participation with outside providers. For example, students earn their Employment competencies by completing Root's program.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2018-2019 school year.

- The autonomy to create new job descriptions and titles and hire the right candidates for positions at the school.
- The autonomy to stagger staff schedules during each day and across the school calendar.
- The autonomy to create work year calendars that differ across the staff and differ from other SPS schools, i.e., start and end dates for staff may vary and additional hours will be stipended.
- The autonomy to schedule staff to work with students in an online or blended learning environment outside of the regularly scheduled school day upon mutual agreement.
- The autonomy to use NLIS staff to provide substitute coverage.
- The autonomy to access professional development opportunities that all other SPS schools have or to develop professional development specifically for New Liberty staff.
- The autonomy to review staff working conditions on an annual basis. Agreement on NLIS Working Conditions will supersede all union agreements.

- **any successes or challenges experienced during implementation;**

- We did have one staff member who was .6-time and this autonomy allowed us to schedule her hours in a way that best met the needs of our students.
- In addition, our staff hours do vary slightly based on role and whether they are in a union or not. For example, teachers work from 8:45-3:45, while our Recruitment and Intake Specialist, who is not in a union, works from 8:45-4:30.
- We have three staff who work the entire year.
- Our School Adjustment Counselor is also in a Coordinator position, which requires her to work a few additional days at the end and start of each school year.
- Our Blended Learning Strategist receives a stipend, which allows her to work additional days in the summer.
- Our Senior Administrative Assistant and principal work all summer.
- All other staff work on the teacher schedule and are off in the summer.
- All teachers have created Google or Schoology Classrooms so that students can access their classwork from home and more easily make up work when they are absent.
- From time-to-time teachers support students outside of school hours with school work, however, this doesn't happen very often.
- We did not use district provided substitutes last year; NLIS staff continue to cover teacher absences.
- We aligned our professional development with the district's Four Instructional Priority Areas this past year. Staff was also trained in Service Learning by an outside consultant in preparation for Symposium.

- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**

- Student access to online classwork is vital to help them catch up when they are absent or complete work from home when they must be out.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of professional development flexibilities during the 2018-2019 school year.

1. Autonomy to select professional development related to our target population and curricular requirements of NLIS. This may include options offered free of charge through SPS or those created specifically for NLIS by outside vendors.
2. Autonomy to budget funds for conferences and staff travel to visit other programs
3. Autonomy to act as consultants for other developing programs, and retain funds and revenue generated by NLIS outside the regular workday.

- **any successes or challenges experienced during implementation;**

- We aligned our professional development with the district’s Four Instructional Priority Areas this past year. Staff was also trained in Service Learning by an outside consultant in preparation for Symposium.
- We also used our professional development and after-school meeting time the last three years to learn more about each student (Academic/Clinical Review) and plan student interventions.
- We used our Fund to pay for a teacher to be trained on Restorative Justice practices.

- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**

Academic/Clinical Review is important in that it leads to new interventions to support struggling students.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2018-2019 school year.

1. The autonomy to form a New Liberty Advisory Board to include: community partners, parents, students, faculty and administration and members of the New Liberty Learning Center 501(c)3
2. The autonomy for NLIS students to participate in SHS sports, events and programs.
3. The autonomy to retain a student who is close to graduation until the end of the school year in which he/she turns 22 years old.
4. The autonomy to have our own enrollment process separate from Salem Public Schools including the mandate that all prospective students must attend an information session at New Liberty that gives each student and their parent/guardian an understanding of how our school operates.
5. The autonomy to register students on a rolling basis throughout the year including Salem residents and out-of district students.
6. The autonomy to enroll students from outside of Salem and collect tuition payments through inter-district agreements.
7. The autonomy to develop and form partnerships to provide onsite educational programming, such as HiSet and SAT preparation classes and sheltered employment programs.

- **any successes or challenges experienced during implementation;**

- We continue to have a School Site Council and now have a Board for our 501(c)3.
- A few students participated in SHS sports this past year.
- One student turned 22 in December but was able to stay and graduate in June.
- We follow the district's enrollment process.
- This year we began enrolling students from outside of the district using Inter-district Choice.
- We have not formed new partnerships to offer additional onsite educational programming, but we do refer students to local HiSet training programs, Lead offers SAT prep, and many of our students are trained at Root each year.

- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**

- We try to be as flexible as possible at NLIS in order to meet a wide variety of student needs. Allowing students to play sports at SHS, allowing them to take afternoon classes at Root, etc. is part of that model.
- Our student who graduated at 22 is a mother of two and an EL. It was critical that she have a little more time to finish her work and graduate.
- We've had some success with Inter-District Choice because there aren't any other schools like our's in the Northshore.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2018-2019 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Beginning with our 2018 annual evaluation, NLIS will be using our School Improvement Plan to measure growth in addition to the required Innovation Schools MAGs below. Our school-specific MAGs were created during the 2015-16 SY and no longer closely reflect our focus areas.

List the MAGs included in the approved innovation plan and progress made toward meeting these goals during the 2018-2019 academic year.

Our SIP goals for the 2018-19 SY were:

#1. Attendance/graduation-related goals:

- Improve our average daily attendance rate to 70% for the entire year
- Decrease our drop-out rate to below 20%
- Increase our 4-year cohort graduation rate by 2% (state requirement), or 26%
- Increase our extended engagement (5-year) cohort graduation rate by 1.6% (state requirement), or 25.6%

| 2019 Goal | 2019 Data | 2018 Data |
|--|------------------|------------------|
| average daily attendance rate to 70% | 65.5% | 54.8% |
| drop-out rate to below 20% | 22% | 33% |
| 4-year cohort graduation rate of 26% | 17% | 24% |
| extended engagement (5-year) cohort graduation rate of 25.6% | 13% | 24% |
| Total graduation rate goal 50% | 39% | 67% |

1. describe the progress made toward meeting these goals during the 2018-2019 school year;
 - We came much closer to our goal of an average daily attendance for the year of 70% than ever before.
 - Our drop out rate came very close to our goal of 20%.
 - Our graduation rate dropped a great deal, partly because we graduated a lot of students in 2018 and took in many students under 12th grade in the fall of 2018 (thus, they weren't eligible to graduate this year).

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
 - Our Leadership Team and Student Support Team met weekly to review attendance data and the progress of our potential 2019 graduates.
 - Teachers worked closely with our Team Chair to modify work for one student with a significant learning disability, who did go on to graduate in June.
 - Two teachers created a new "Alternative Pathway" to graduation for students who were very over-age and under-credited. This new pathway was used with three of our graduates this past year.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

- As noted above, we personalize student learning frequently at NLIS and we are able to do this because we have a small student body and low student to teacher ratio.
- Staff developed a definitive NLIS “Graduate Profile” as part of our work in developing an “Alternative Pathway to Graduation.”

#2. Improve our math MCAS scores (spring 2019); data will be presented differently for this cohort with MCAS 2.0.

Math Achievement – Legacy MCAS Composite Performance Index (CPI) High School & Ave Score & MCAS 2.0 for 2019 SY (Preliminary Results)

| Group | 2017 Achievement | 2018 Achievement | 2019 Achievement (preliminary) | P | NI | F |
|---------------------------|------------------|------------------|--------------------------------|--------------|---------------|---------------|
| All Students | 50 (5) | 50 (8) | N/A (no CPI given yet) | 1 (2017) | 2 (2017) | 2 (2017) |
| | | | | 1 (2018) | 4 (2018) | 3 (2018) |
| | | | 0 (E) (2019) | 1 (M) (2019) | 6 (PM) (2019) | 7 (NM) (2019) |
| High Needs | 50 (4) | 45.8 (6) | No CPI data yet | | | |
| Econ. Disadvantaged | 50 (4) | 45.8 (6) | No CPI data yet | | | |
| EL and Former EL | 100 (1) | 37.5 (2) | No CPI data yet | | | |
| Students w/Disabilities | 50 (4) | 40 (5) | No CPI data yet | | | |
| Amer. Ind. or Alaska Nat. | - | - | No CPI data yet | | | |
| Asian | - | - | No CPI data yet | | | |
| Afr. Amer./Black | 25 (1) | - | No CPI data yet | | | |
| Hispanic/Latino | 62.5 (2) | 33.3 (3) | No CPI data | | | |

| | | | | | | |
|----------------------------|--------|----------|--------------------|--|--|--|
| | | | yet | | | |
| Multi-Race, Non-Hisp./Lat. | - | - | No CPI data yet | | | |
| Native Haw. or Pacif. Isl. | - | - | No CPI data yet | | | |
| White | 50 (2) | 68.8 (4) | No CPI data yet | | | |

1. describe the progress made toward meeting these goals during the 2018-2019 school year;

We did not make improvements in our math MCAS scores, as 40% failed on average in 2017 and 2018, whereas 50% failed the 2019 MCAS 2.0. However, these are preliminary results and we are waiting on final scoring scales from the state for the 10th grade MCAS 2.0.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
 - Our math teacher gave the NWEA MAPs assessment three times last year and referred to that data to at least make initial determinations about student need and course placement.
 - He also tracked student benchmark progress regularly.
 - His evaluator met with him a few times before MCAS 2.0 to review the significant changes from the Legacy test to 2.0.
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.
 - Professional development for the 2019 SY focused on the SPS 4 Instructional Priority areas—Welcoming Environment, Comprehensible Input, Meaningful Interactions, and Adapting Text.
 - This year (2020) one teacher-leader will run our PLC and will focus almost exclusively on strong formative and summative assessments, data collection (benchmarks), and how to give strong, frequent student feedback. Teachers will be norming their grading by looking at student work together. All of this will be conducted through the lens of the 4 Priority Areas.
 - Our math teacher was non-renewed at the end of the 2019 SY and we are hopeful that our new math teacher will be more effective with our students.
 - Our new math teacher will work with our Academic Facilitator to audit all math benchmarks and fill in gaps to better align them to the 2017 Mass Curriculum Frameworks.
 - Our new math teacher will need to provide his evaluator with a Plan of Action for preparing 10th graders for the May MCAS exam.

- All teachers will be using a new system to track benchmark progress for the 2020 SY, which will allow them and the Leadership Team to better catch and address student learning gaps. This should provide much more timely, useful data than the MAPs assessment.
- The SPS district has purchased some new math curriculum for NLIS, as well.
- Finally, for the 2020 SY, we are offering a great deal more MCAS prep time to prepare our 11th-12th graders to take and pass the November re-test.

#3. Improve our science (HS Bio) MCAS scores to 50% earning a passing score and 45% earning a needs improvement

Science (Biology) Achievement – Legacy MCAS Composite Performance Index (CPI) High School & Ave Score

| Group | 2017 Achievement | 2018 Achievement | 2019 Achievement | P | NI | F |
|---------------------------|------------------|------------------|------------------|----------|----------|----------|
| All Students | 31.2* (4) | ** | No CPI given yet | 0 (2017) | 6 (2017) | 5 (2017) |
| | | | | 1 (2018) | 7 (2018) | 5 (2018) |
| | | | | 1 (2019) | 2 (2019) | 4 (2019) |
| High Needs | 33.3 (3) | ** | | | | |
| Econ. Disadvantaged | 33.3 (3) | ** | | | | |
| EL and Former EL | 25 (1) | ** | | 0 (2017) | 2 (2017) | 2 (2017) |
| | | | | - | - | 1 (2018) |
| Students w/Disabilities | 33.3 (3) | ** | | 0 (2017) | 3 (2017) | 4 (2017) |
| | | | | - | 4 (2018) | 2 (2018) |
| Amer. Ind. or Alaska Nat. | - | - | | | | |
| Asian | - | - | | | | |
| Afr. Amer./Black | - | - | | | | |

| | | | | | | |
|----------------------------|----------|----|--|----------|----------|----------|
| Hispanic/Latino | 25 (2) | ** | | 0 (2017) | 4 (2017) | 4 (2017) |
| | | | | | 1 (2018) | 1 (2018) |
| Multi-Race, Non-Hisp./Lat. | - | - | | | | |
| Native Haw. or Pacif. Isl. | - | - | | | | |
| White | 37.5 (2) | ** | | | | |

**For 4 of 11 students, no CPI given for other 7*

***For 1 of 13 students, no CPI given for other 12*

1. describe the progress made toward meeting these goals during the 2018-2019 school year;

We did not meet our goal as only 14% earned P, 29% earned NI, and 57% failed.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

- Our science teacher diligently tracked student progress in her classes, but could have done a better job tracking benchmark progress. This is one of the reasons we will have all teachers track BM completion every week next year.
- She also focused heavily on students' successfully completing the open response portions of the MCAS.
- However, she and our school struggled to engage our 9th graders, and many missed too much class time to be able to perform their best on the exam.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

- Professional development for the 2019 SY focused on the SPS 4 Instructional Priority areas—Welcoming Environment, Comprehensible Input, Meaningful Interactions, and Adapting Text.
- This year (2020) one teacher-leader will run our PLC and will focus almost exclusively on strong formative and summative assessments, data collection (benchmarks), and how to give strong, frequent student feedback. Teachers will be norming their grading by looking at student work together. All of this will be conducted through the lens of the 4 Priority Areas.
- Our science teacher will work with our Academic Facilitator to audit all Bio benchmarks and fill in gaps to better align them to the NGSS.

- Our science teacher will need to provide her evaluator with a Plan of Action for preparing 9th graders for the June MCAS exam.
- All teachers will be using a new system to track benchmark progress for the 2020 SY, which will allow them and the Leadership Team to better catch and address student learning gaps. This should provide much more timely, useful data than the MAPs assessment.
- The SPS district has purchased some new Bio curriculum for NLIS, as well.
- Finally, for the 2020 SY, we are offering a great deal more MCAS prep time to prepare our 10th-12th graders to take and pass the February re-test.

#4. Improve the attendance (above 70%) and ACCESS scores (gain of 1.0 for each student) of our ELLs; for all ELLs to take all parts of the ACCESS test this winter (2019); also, increase the total number of ELLs at NLIS to 18% (the district average)

| 2019 Goal | 2019 Data |
|--------------------------------------|--------------|
| average daily attendance rate to 70% | 57% |
| ACCESS gain of 1.0 for each student | .4% increase |
| Increase total # ELLs to 18% | 11 (15%) |

1. describe the progress made toward meeting these goals during the 2018-2019 school year;

We did not meet any of these goals during the 2019 SY. Although, the total average daily attendance for our ELs was better for 2019 than 2018, when almost every EL had an average daily attendance *below* 50%.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
 - Our ESL Teacher tracked EL student progress throughout the year in a shared Google doc with her evaluator.
 - As in past years, several of our ELs and FELs dropped out (5 of 11) before January 2019, so not all of these students were able to take and complete the ACCESS test.
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.
 - Professional development for the 2019 SY focused on the SPS 4 Instructional Priority areas—Welcoming Environment, Comprehensible Input, Meaningful Interactions, and Adapting Text.

- This year (2020) one teacher-leader will run our PLC and will focus almost exclusively on strong formative and summative assessments, data collection (benchmarks), and how to give strong, frequent student feedback. Teachers will be norming their grading by looking at student work together. All of this will be conducted through the lens of the 4 Priority Areas.
- Our ESL teacher will be running our weekly PLCs this year and work closely on them with our Academic Facilitator.
- We recently hired a new Humanities teacher who also has an ESL teaching license and has been teaching ESL for the last 6 years. We're eager to learn more from her.
- All teachers will be using a new system to track benchmark progress for the 2020 SY, which will allow them and the Leadership Team to better catch and address student learning gaps. This should provide much more timely, useful data than the MAPs assessment.
- We did not conduct as many Positive-Teacher Home Visits during the 2019 SY as we have in the past. Our goal for 2020 is 35. We are hopeful that this increase will better support our EL and FEL students.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

See above for overall attendance data and below for sub-group data. Nearly 100% of NLIS students would be considered economically disadvantaged, so we did not gather separate data on that sub-group.

1. describe the progress made toward meeting these goals during the 2018-2019 school year;

- We came much closer to our goal of an average daily attendance for the year of 70% than ever before.
- Most encouraging, however, was the continued reduction in our chronic absenteeism rate (see row highlighted in yellow below). We literally cut the number of ELs and SWD who had attendance below 50% in half last year (highlighted in blue below)!

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

- Our Leadership Team and Student Support Team met weekly to review attendance data and planned and implemented interventions to address concerns.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

- In an effort to bring up attendance, we held weekly community meetings as a whole school for much of the year (way to improve school culture). We do believe that this partially contributed to the increase.
- We also held many family meetings at NLIS to problem-solve around poor attendance.
- We make adjustments to our schedule each trimester in an effort to improve student attendance and take advantage of the times of day when attendance is highest. We also try to put fun activities at the end of the day to keep students in the building the entire day.
- We held weekly Academic/Clinical Reviews as a whole staff and we frequently problem-solved solutions to poor student attendance and poor academic performance at those meetings. For example, we began running “Student Support Circles” in the spring.

| Attendance 2016-2019 SYs | | | |
|---|----------------------|----------------------|------------------------|
| | 2017 SY | 2018 SY | 2019 SY |
| Total Ave | 52% | 54.8% | 65.5% |
| 2019 by Trimester | Tri 1- 75% | Tri 2- 61% | Tri 3- 68.6% |
| | Symp- 65% | | |
| Total below 50% Ave | 36 (50%) | 25 (37%) | 14 (19%) |
| Ave Age (below 50%) | 18 | 17.8 | 16.5 |
| Total Male (below 50%) | 16 | 11 | 7 |
| Total Female (below 50%) | 20 | 14 | 6 |
| Total White (below 50%) | 14 | 8 | 5 |
| Total Hisp/Latino (below 50%) | 15 | 12 | 8 |
| Total Black/Mixed Race (below 50%) | 7 | 4 | 1 |

| | | | |
|-------------------------------------|-----------|-----------|----------|
| Total Special Ed (below 50%) | 15 | 10 | 6 |
| Total ELs (below 50%) | 6 | 6 | 3 |

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Our Innovation Plan goal states: NLIS will invest in staff professional development and develop intervention strategies to keep our disciplinary suspension and expulsion rates at less than 5% every year.

- Our suspension rate went up during the 2017 school year to 8%, meaning 6 out of 72 students (total we saw over the course of the year) received a suspension. (Our expulsion rate was 0%.)
- Our suspension rate was 15% for the 2018 SY, meaning 10 of 68 students received a suspension. (Our expulsion rate remained 0%.)
- Our suspension rate was 18% for the 2019 SY, meaning 13 of 74 students received a suspension. (Our expulsion rate remained 0%.)

1. describe the progress made toward meeting these goals during the 2018-2019 school year;

Our suspension rate continues to remain above 5%. However, we never give suspensions longer than 4 days. In fact, the vast majority are 1-day suspensions.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

- In addition to tracking in Aspen, the principal created a shared google doc to track suspensions for the year.
- The principle and School Adjustment Coordinator connected with a local alternative to suspension's program in the winter and took advantage of the program a great deal for the second half of the year. Our suspension rate would actually have been much higher without this program.
- We have a standard decision-making system for suspensions. In fact, students rarely get one after a first offense. However, to make things clearer, we are creating a shared "Behavior Flow Chart" for use by all staff

to help clarify which offenses should be addressed by whom and what the consequence or intervention will likely be.

- We will also have students help develop 5 core “rules” (positively stated) for the school in the fall and will have them make posters with images to remind everyone of them all of the time. This should clarify common school-wide expectations a great deal.
- We’d also like to help raise students leaders more at NLIS and have them assist us in developing and enforcing common rules. We are seeking professional development for students and their advisor for the 2020 SY.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

- We rolled out restorative justice circles at our school three years ago, and noticed a marked improvement in school culture following these meetings.
- We also continue to use and train new staff on the Think: Kids Collaborative Problem Solving Model, which also prevents us from having to give suspensions for more minor offenses, such as recurring cell phone use.
- We problem-solved as a staff common student behavior struggles a great deal during the 2019 SY, particularly during the second half of the year.
- We also hold a weekly Academic/Clinical Review staff meeting and hold frequent family meetings.

Student promotion and [retention rates](#)

DESE indicates that NLIS only retained 6 students during the 2019 SY (11.5%). However, our records show that 49 out of 74 students ended the year with us (or graduated) – 66%. We do, however, have a great deal of “churn” throughout the year, with 21 out of 74 having come into NLIS after October 1, 2018 and 25 having left (dropped out or transferred out) before June 19, 2019 (not including graduates). (Three also dropped out/transferred out and returned before the end of the year.)

1. describe the progress made toward meeting these goals during the 2018-2019 school year;
 - We don’t have a goal around retention rate because we cannot control when students enter our school and we cannot control when they transfer out (usually because of DCF or a family move).
 - We can, however, do a better job of preventing students from dropping out and details on that are above.

2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
 - We began tracking the rate of “churn” at our school more closely when we dug into our data more deeply in the winter as part of a major grant we applied for, but did not receive.
 - We look at our drop out rate regularly and work to re-engage past students who have dropped out or encourage them to get their GED/Hi-Set, if they don't plan to re-enroll in school.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.
 - Our high churn rate informs teacher practice in the classroom every day. We utilize a great deal of blended learning to get students caught up as they enter a class late.
 - Our competency-based model lends itself to churn better than a traditional grading system where seat time is counted. We assess students only on mastery of benchmarks, which can be demonstrated at any time (and anywhere).
 - We hope to better address this during the 2020 SY by moving our schedule to quarters rather than trimesters. This will more closely align our schedule with that of the majority of high schools in the state, which should make it easier for students to enter our school at the beginning of a quarter rather than mid-way through a trimester.
 - We also hope to address this constant influx of new students better by having a running orientation class every Wednesday run by our two strongest teachers. Our school is very different from most, and it's imperative that students understand our grading system, course requirements, and culture as quickly as possible upon entering NLIS.
 - Finally, we'd like to eventually have all students go to an internship site 1-2 days every week (most likely to begin the 2021 SY). We think that this will attract a wider variety of students and may lead to less churn. We have an Employment Specialist on staff who oversees this work.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

Our Innovation Plan states that, NLIS will graduate annually at least 50% of students included in the combined four and five year graduation cohorts according to the cohort data posted on the Department of Elementary and Secondary Education (DESE) website.

This DESE data does not currently include students who have surpassed their five-year graduation cohort. NLIS staff will track and report on the graduation of these students separately. However, NLIS will make a separate and additional reporting category specific to the school that includes all graduates regardless of how long it took them to complete their high school credential.

We exceeded our 50% goal for the 2018 SY but did not meet it for 2019.

See above for a complete break down on the data.

Student [dropout rates](#), if applicable

While our Innovation Plan does not include a goal related to student dropout rates, we did see a major reduction from 2016 to 2017, where 44% were recorded as having dropped out in 2016 and only 22% in 2017. Twenty-four percent dropped out in 2018 and just 22% in 2019. We are working to decrease our dropout rate to below 20% for the 2020 SY.

See above for a complete break down on the data.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

See above for data for math and science.

ELA Achievement – Legacy MCAS Composite Performance Index (CPI) High School & Ave Score and 2019 MCAS 2.0 Preliminary Results

| Group | 2017 Achievement | 2018 Achievement | 2019 Achievement | P | NI | F |
|---------------------|------------------|------------------|------------------|-----------------|------------------|------------------|
| All Students | 85 (5) | 82.1 (7) | | 2 (2017) | 3 (2017) | 0 (2017) |
| | | | | 3 (2018) | 4 (2018) | 0 (2018) |
| | | | 0 (E) (2019) | 6 (M) (2019) | 7 (PM) (2019) | 1 (NM) (2019) |
| High Needs | 81.25 (4) | 79.2 (6) | No CPI data yet | | | |
| Econ. Disadvantaged | 81.25 (4) | 79.2 (6) | No CPI data yet | | | |

| | | | | | | |
|----------------------------|-----------|----------|-----------------|--|--|--|
| EL and Former EL | 75 (1) | 75 (2) | No CPI data yet | | | |
| Students w/Disabilities | 81.85 (4) | 81.3 (4) | No CPI data yet | | | |
| Amer. Ind. or Alaska Nat. | - | - | No CPI data yet | | | |
| Asian | - | - | No CPI data yet | | | |
| Afr. Amer./Black | 75 (1) | - | No CPI data yet | | | |
| Hispanic/Latino | 75 (2) | 75 (4) | No CPI data yet | | | |
| Multi-Race, Non-Hisp./Lat. | - | - | No CPI data yet | | | |
| Native Haw. or Pacif. Isl. | - | - | No CPI data yet | | | |
| White | 100 (2) | 91.7 (3) | No CPI data yet | | | |

1. describe the progress made toward meeting these goals during the 2018-2019 school year;

We are pleased to see similar scores from our students who took the MCAS 2.0 for the first time in March to those who took the legacy exam in 2017 and 2018.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

- Our Humanities teacher gave the NWEA MAPs assessment three times last year and referred to that data to at least make initial determinations about student need and course placement.
- She also tracked student benchmark progress regularly.
- Her evaluator met with her and her ELA coach a few times before MCAS 2.0 to review the significant changes from the Legacy test to 2.0.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student

achievement, school culture, professional development, staffing, fiscal policies, and operations.

- Professional development for the 2019 SY focused on the SPS 4 Instructional Priority areas—Welcoming Environment, Comprehensible Input, Meaningful Interactions, and Adapting Text.
- This year (2020) one teacher-leader will run our PLC and will focus almost exclusively on strong formative and summative assessments, data collection (benchmarks), and frequent student feedback. Teachers will be norming their grading by looking at student work together. All of this will be conducted through the lens of the 4 Priority Areas.
- Our Humanities benchmarks are being re-written for grades 9-10 this summer by our district ELA coach in order to better align them to the 2017 Mass Curriculum Frameworks and thus prepare students better for MCAS 2.0.
- Our new Humanities teacher will need to provide her evaluator with a Plan of Action for preparing 10th graders for the March MCAS exam.
- All teachers will be using a new system to track benchmark progress for the 2020 SY, which will allow them and the Leadership Team to better catch and address student learning gaps. This should provide much more timely, useful data than the MAPs assessment.
- The SPS district has purchased some new ELA curriculum for NLIS, as well.
- Finally, for the 2020 SY, we are offering a great deal more MCAS prep time to prepare our 11th-12th graders to take and pass the November re-test.

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

- We do not offer AP/honors-level courses or art courses at NLIS due to our small size.
- We understand that PLTW may be considered an honors course in the future by the state. About 65% of NLIS students enrolled in PLTW last year.
- We are working to increase student civic engagement by requiring this for future graduates.
- We offer gym class, health, and cooking, but few other on-going electives or extra-curricular activities other than our regular “Adventures” (whole school field trips).
- We do have a Student Leadership club.
- We are trying to enroll students in Leap for Education’s on-going, after-school college prep program.
- NLIS students can join SHS sports teams and a few have over the last three years.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.

Our superintendent wrote to the Commissioner in March 2019 to request that we use our SIP goals rather than our original MAGs in our IP evaluation each year.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to bstewart@doe.mass.edu.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

We have two more years under our IP. We will work on renewal during the 2021 SY.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.