

New Liberty Charter School

2015-2016 Annual Report

New Liberty Charter School
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1. Introduction to the School

<i>New Liberty Charter School</i>			
Type of Charter	Horace Mann	Location	Salem, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	N/A
Year Opened	2011	Year(s) Renewed	N/A
Maximum Enrollment	125	Current Enrollment	43
Number of instructional Days	190	Students on Waitlist	0
Chartered Grade Span	Ungraded (9-12)	Current Grade Span	Ungraded (9-12)
School Hours	8:30-4:30	Age of School	Four Years
<p>Mission Statement: New Liberty Charter School is an innovative, alternative public high school that collaborates with a broad coalition of community partners to serve 125 students ages 16-23 who have either dropped out of school or are at-risk of dropping out as a result of personal challenges and obstacles that interfere with their school success. In addition to an academically rigorous program of study, students receive supportive and therapeutic services to assist them in achieving a high school diploma and continuing on with higher education and/or work and career opportunities.</p>			

Margarita Ruiz
Superintendent



City of Salem
Salem Public Schools

July 30, 2016

Mitchell Chester, Commissioner
MA Department of Elementary & Secondary Education
75 Pleasant St.
Malden, MA 02148

Dear Commissioner Chester:

Enclosed is the final annual report for the New Liberty Charter School of Salem for the 2015-2016 school year.

After careful deliberation that took into consideration student demand, financial feasibility and other factors, the Board of Trustees of the New Liberty Charter School of Salem determined that it was in the best interests of the students they were trying to serve to convert the school from a charter school to an innovation school within the Salem Public Schools district.

The Salem Public Schools' district leadership worked in concert with the Board and school leadership for a smooth transition for students and staff. Moving forward, New Liberty Innovation School will continue to offer students a competency based model for learning.

The conversion from a charter school to an in district innovation school was made effective July 1, 2016.

Sincerely,

Margarita Ruiz
Superintendent of Schools

3A. Faithfulness to Charter: NLCS Accountability Plan

Measures	2015/16 Performance	Evidence
Objective #1: NLCS staff will fully implement the Collins Writing Method across curricular areas.		
<p>Measure 1:</p> <ul style="list-style-type: none"> ● Fully implement the Collins Writing Method across curricular areas. ● The Collins Writing method provides a thoughtful, organized, and coherent approach to writing which will be used in all content areas with support from the Academic Support Coordinator and the Collins program staff. ● Collins provides not only a systematic approach to writing but also simple yet effective tools to check for understanding and activate prior knowledge. 	<p>MET</p>	<ul style="list-style-type: none"> ● Each teacher has developed, to various degrees their abilities and skills in regard to the Collins Writing Method. Their efforts have been supported through the calibration committee which has focussed its efforts through weekly collaborative planning time. These efforts have paid significant dividends in the regularity with which students write in classes as well as in our ability to effectively assess writing with a common set of expectations and planful responses to areas for improvement. ● While there has been excellent growth in our use of the Collins Writing Method in the previously noted areas we continue to move towards improving regularity, consistency and rigor of implementation and evaluation of writing.
Objective #2: All NLCS staff will be trained on the Collaborative Problem Solving system as our primary behavioral intervention.		
<p>Measure 2:</p> <ul style="list-style-type: none"> ● Train the entire staff on Collaborative Problem Solving as our primary behavioral intervention. ● This will include, employing Jessica Minehan as a 	<p>MAKING PROGRESS</p>	<ul style="list-style-type: none"> ● All staff were trained in the Think: Kids Plan B Collaborative Problem Solving three day training through Mass General Hospital in the summer of 2015. ● We had weekly review meetings with the staff who were beginning to practice these skills and interventions after this and supported this process through close supervision. ● As a staff, we need to keep working on refining these skills and to make time in our daily schedule for preparation and execution of these

<p>behavioral/clinical consultant,</p> <ul style="list-style-type: none"> ● Training all staff in Think:Kids, ● Providing weekly staff support to implement interventions, ● Continue to use this professional development time to strengthen our milieu through this model including improvements in common planning time for Plan B meetings and follow-through to review the impact of collaborative plans. 		<p>meetings. We made significant progress in this area.</p> <ul style="list-style-type: none"> ● We were unable to employ Jessica Minehan as a consultant at our school this year due to budget and time constraints.
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Objective #3: NLCS staff will extend our Blended Learning Program through the development of a teacher position to develop blended, online and independent study opportunities for students.

<p>Measure 3:</p> <ul style="list-style-type: none"> ● Expand our Blended Learning Program through the development of a teaching position to develop blended, online and independent study opportunities for students. ● Combined with our adoption of Google Classroom as a platform for online learning, this position will vastly improve opportunities for learning outside of the 	<p>MAKING PROGRESS</p>	<ul style="list-style-type: none"> ● Our Blended Learning Strategist (BLS) was able to attend a professional development on online learning this fall ● Our BLS researched numerous blended and online learning options over the course of the year ● Our BLS will run a Learning Center during the 2016-2017 SY to support students in accessing their coursework through Google Classroom and/or their own online learning playlist. ● Our BLS will train all teachers to use Google Classroom for the 2016-2017 SY with the intent that all will use it faithfully everyday
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regular school day and physical plant.		
Objective #4: Help students develop stronger leadership and social skills by infusing our advisory and academic curriculum with adventure-based counseling programming.		
Measure 4: <ul style="list-style-type: none"> ● Help students develop stronger leadership and social skills by infusing our advisory and academic curriculum with adventure based counseling programming, ● including collaborations with Project Adventure, the Youth Opportunities Programming and the Appalachian Mountain Club. 	MET	<ul style="list-style-type: none"> ● Throughout SY 2016, we had weekly adventures on Wednesday afternoons. ● As a school, we collaborated with Project Adventure and with the Youth Opportunities Program. Some of the highlights from this year included hiking Mount Cardigan, going canoeing in Harold Parker State Park, attending a Boston Red Sox Game, seeing the Massachusetts State House and skating on the Frog Pond, problem solving at Boda Borg and The Escape Room. ● Students throughout the year found these types of hands on learning experiences to be energizing and broke down social barriers within our school. ● We were able to see students display leadership skills in unique ways not always on display in a more traditional classroom.

3B. Faithfulness to Charter: Mission and Key Design Elements

Measures	2015/16 Performance	Details
Common Criteria #1: Mission and Key Design Elements The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.	MET	<ul style="list-style-type: none"> ● NLCS was a small, competency based alternative school serving a population of high risk young adults who face significant obstacles in their quest for a high school diploma. ● NLCS stakeholders shared a common and consistent understanding of the school's mission and key design elements outlined in the charter, as evidenced in our to our Year Four Site Visit. ● NLCS has absolved its charter; however, as year five came to a close, many more elements of the NLCS Charter had been added and/or refined, including: assessment by portfolio and exhibition, student designed competency development opportunities, flexible scheduling, online and hybrid classes, as well as synchronous and asynchronous course options. We have also expanded our community partnerships to increase the social/emotional supports and career readiness options available to our students.

		<ul style="list-style-type: none"> • NLCS had made excellent progress in the implementation of its competency based education system. (See appendix for a detailed Progress Report). 100% of the new competencies are written, along with 100% of the learning targets are completed. The competency based model will continue with the New Liberty Innovation School. • NLCS is attracting the high-risk population of potential high school dropouts it was designed to serve: the school increased enrollment each quarter this year. • The school has done extensive data collection to understand the specific risk factors NLCS students face, associated trends in behavior and academic growth and has used this information to create programs that increase personal stability and support their work towards a high school diploma and stable employment. (See appendix: risk factor chart and school based programs).
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3C: Faithfulness to Charter: Amendments to Charter

Date	Amendment Requested	Approved by BESE?
June 9, 2014	Salem Community Charter School (SCCS) submitted a request to change its name to New Liberty Charter School (NLCS)	Yes

3D: Faithfulness to Charter: Access and Equity

<p>Common Criteria #2: Access and Equity The school ensures program access and equity for all students eligible to attend the school.</p>	<p>MET</p>	<ul style="list-style-type: none"> • The mission of NLCS is to provide access to high quality education to populations historically underserved or unsuccessful in traditional schools. We consider the needs of all our high-risk subgroups when developing events, materials, programs and staff professional development. This is an area of strength for NLCS and our staff. • All NLCS programs and services are accessible and open to all students, without exception. • All NLCS students are held to the same high graduation standards, with appropriate accommodations and modifications made to the curriculum for students with IEPs. • The NLCS principal and counseling staff maintains positive working relationships with the principal and adjustment counselors at Salem High School. Through multiple meetings and ongoing collaborations on behalf of students, staff at both schools developed a shared understanding of the students who can benefit from the services NLCS provides and a clear referral process. • Salem High events, sport teams and employment training programs are open to NLCS students. This year, NLCS students attended the Salem High prom, participated on the cheerleading squad and toured the Teen Parent Program at Salem High School. • The NLCS ESL teacher developed collaboration with the Salem Public School ESL department for training and communication regarding student information and resource support. • The NLCS rolling admissions policy allows students to enter and re-enter the school at the start of each quarter which allows for increased access to the school.
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3E: Faithfulness to Charter: Recruitment

Recruitment Plan

School Name: New Liberty Charter School

Date: July 2016

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

- Last summer, NLCS staff actively recruited new students through mailings, phone calls and regular meetings with students and staff from Salem High School. Recruitment efforts focused on students who failed three or more classes or missed 10+ days each semester.
- NLCS staff met frequently with key contacts (Attendance Officer, Bridge Program Director, Community Outreach Coordinator, Housemasters) at Salem High School throughout the year to increase collaboration and improve recruitment.
- Hosted three open houses last summer.
- Improvements and expansion of our website.
- Recruited directly to the Department of Children and Families as well as to Salem Probation Officers and the Salem Police Department.
- Recruited through meetings with the Director of the North Shore Educational Collaborative.
- Focused new attention on the needs of gender variant students and developed a recruitment plan for this population with the help of NAGLY staff.
- We succeeded in adding 32 new students to our roster throughout this year through these efforts.
- NLCS staff focused additional time on re-engagement activities throughout the year, including home visits, hosting field trips and events that were open to students who had previously attended NLCS but dropped out and offering support services and counseling to past students.
- We also re-enrolled 22 more students who had dropped out of NLCS over the past two year.
- For SY 2017, we have hired a Recruitment Specialist.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities:

- Mailings to students from the Salem High School who were failing three or more classes or students that have missed 10 or more days a quarter.
- Maintaining an attractive website
- Promoting and publicizing the school and the services we offer through press releases.
- Posting marketing materials around the city and through social media.
- Expanding our website and including engaging admissions information.
- Connecting with and speaking about our school to key people both in Salem Public Schools and at community events.
- Giving tours and interviews to provide information about our school to any interested student /families
- For 2016-2017 SY, we have created a new position of a Family and Community Engagement Specialist to support recruiting and retention efforts.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
Special education students	Academic Support Coordinator meets regularly with the District’s Special Education Team and all parties identify students who would flourish at NLCS. We actively recruit to Special Education students as well as to the general population. NLCS staff meet with Special Education Directors from surrounding districts to discuss our school and the services we can provide. These conversations have been one catalyst for our decision to transition to an Innovation School because we believe we can serve students from other districts if we are not a Horace Mann Charter.
Limited English-proficient students	NLCS clinical staff works closely with the Salem High School Attendance Officer and Community Outreach Worker who both specialize in working with limited English-proficient students. This close collaboration allows us to successfully recruit this population and prevent drop-outs within this group. We offer tours and interviews in Spanish and English. We post bilingual recruitment flyers across the city of Salem, with particular focus on historically Latino neighborhoods.
Students eligible for free or reduced lunch[1]	NLCS staff provides extensive social work and clinical support for all issues related to poverty and the chronic stress that it creates. We encourage students who fall into this category to come to school by providing access to breakfast, lunch and snacks all day. We plan on expanding to offer dinner over the next year. Our work program and regular transportation to local food banks are part of the support services we offer to students living in poverty.
Students who are sub-proficient	Over the last five years, we have targeted this population for recruitment by accessing lists of students at Salem High who have failed 3+ classes each term or who have failed the MCAS 2+ times. Consequently, this group has made up the majority of our student population over the past four years. When recruiting, we focus on the small classes and individualized support we can offer.
Students at risk of dropping out of school	We target students with a history of truancy in our recruitment drives. We access a list of students who have missed 10+ days of Salem High each term, meet with SHS housemasters, send recruitment letters and offer tours. When recruiting, we highlight our flexible scheduling and extensive clinical support services to prospective families and students. We also review our mission and we describe that students who have experienced bullying in the past find our school to be a safe haven.
Students who have dropped out of school	This year 20 students re-enrolled who previously attended NLCS, but dropped out. Staff develop strong relationships with students and highlight the fact that we provide relentless support and continual connection to re-engage them. NLCS students can access school services even after they drop out. They can also re-enroll at the start of each quarter if their circumstances improve. NLCS staff continues to do outreach and home visits for students who have dropped out in hopes of re-engaging them.
LGBTQ	NLCS recruitment among the LGBTQ population within Salem has increased over the past three years. We have partnered with the North Shore Gay and Lesbian Alliance to support recruitment in our area. nAGLY has moved into a space directly below our school as a result of this collaboration.
Young Parents	We recently began a partnership with Salem High School to provide support and access to childcare for young parents thru the high school’s onsite Young Parent Program. We also

	recruit through local agencies that work with this population such as DTA, DCF and the courts.
Homeless or Unaccompanied Youth	We partner with agencies in the area that support this population and successfully recruit students by highlighting our extensive social and emotional supports. This year, 21% of our population fell into this group.
Students with Substance Abuse Problems	We work closely with Probation Officers and Salem Police Department to offer our school as a diversion option to students who face disciplinary action and/or incarceration. We collaborate with the North Shore Recovery High on an as needed basis to address the needs and cross refer to best benefit our students.

3F Retention

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

This year, NLCS experienced a drop in our retention rate to 56%. NLCS staff continued to be dedicated to engaging high risk students through the development and continual refinement of our strong network of support services, including: advisory, our social emotional competencies, our clinical staff including two master's level student interns, and better teamwork between staff and students' families.

Building personal connections between NLCS staff, students and their families is one key strategy we use for retaining students. On school connectedness surveys given throughout the year, students reported feeling connected to at least one staff member – usually the student's advisor. This increased trust led students to self-refer for counseling services and stay late for "workshop time" at the end of the school day than in previous years. We held five successful family nights to celebrate the accomplishments of our students and had attendance between 60 and 100 people each time. Staff increased the number of family meetings through frequent phone calls, cards home and home visits.

Additionally, we recruited larger subgroups of ELL and GLBTQ students, which has created mini-communities of support which help to make students feel safe and well supported in our school. Staff have regular conversations in clinical and academic review about how to best support these and other populations.

Our school continues to innovate in providing flexible scheduling and competency-based education. This includes expansion of online learning opportunities through google classroom, classes that address multiple competencies across subject areas, and a more explicit process for reflecting on work done outside of school and its connection to school learning targets. Although this year's graduation rate is small (close to 10%) students who would have dropped out of a more traditional school are remaining enrolled and making progress towards graduation. We have nine students poised to graduate in the upcoming school year, and this closeness to graduation increases their engaged.

Throughout the 2016 school year, NLCS provided students with weekly opportunities to go on adventures and experiential learning opportunities. This was a new program that reached students in a different manner than through the traditional classroom. While some adventures had excellent attendance, we also found that many of our students are reluctant to try new activities and venture out of their comfort zones. Students who consistently engaged in this programming gained much from these experiences and overall this programming appeared to improve school culture and camaraderie.

Overall Student Retention Goal

Annual goal for student retention (percentage):

68%

Retention Plan

List of Strategies for Retention Activities for each demographic group

Demographic Group	Strategies
Special Education Students	<ul style="list-style-type: none"> ● Attend IEP meetings for potential NLCS students at SPS or SHS ● Quarterly meetings with Salem Prep leadership ● Monthly meetings with Deb Connerty and district special education chairs to identify special education students for NLCS and refine our intake and support services. ● Collaboration with Salem Special Education (PPS) leadership to build teacher capacity to work with all students through weekly academic support meetings. ● Meet regularly with families to make well informed placement decisions as part of the IEP team process. ● Expand online playlists to further improve our ability to work 1:1 with students who are not able to come to school regularly.
LEP Students	<ul style="list-style-type: none"> ● Hired a full time ELL teacher to work with ELL students throughout the day and provide more support and scheduling flexibility for these students. ● Continue to provide support and second language acquisition practice both in school and outside of school, specifically with tasks such as finding jobs, managing health care, applying for assistance, exploring post graduate opportunities. ● Provide opportunities and time for NLCS staff to receive SEI endorsements and ELL certification as part of their professional development goals. ● Provide training and ongoing support for all NLCS staff in ELL challenges and services.
Students Eligible for Free or Reduced Lunch	<ul style="list-style-type: none"> ● Continue to refine food options so that more nutritious and varied food can be offered on a daily basis to all students. ● Continue to offer breakfast, lunch, and snacks to all students ● Plan for the distribution of dinner beginning in the spring of 2016 ● Expanding 1:1 technology opportunities including a technology loan program ● Provide regular transportation to local food pantries for students and their families ● Provide transportation to DTA and trained assistance in navigating federal assistance programs.
Students who are MCAS sub-proficient	<ul style="list-style-type: none"> ● Further improve flexibility of instruction through the use of online playlists ● Continue to implement a unified writing program (Collins Writing) which will assist students in the area of building skills necessary for success on the MCAS exam and in life. ● Continue to track progress through the Scholastic Assessment Suite ● Increase opportunities for small group instruction in specific skill areas. ● Provide tutoring, blended learning classes each period of the day to provide support for low skilled students and to re-integrate students who have been away from school for 5+ days.
Students at risk of dropping out of school	<ul style="list-style-type: none"> ● Continue to provide a safe supportive environment through the NLCS advisory system, adventure field trips, family dinners and extensive on-site clinical support. ● Host quarterly family nights to celebrate student achievements and increase staff/family contact. ● Continue to use JumpRope to track behavior, attendance and competency completion and share information with staff to improve existing programs. ● Continue to offer weekly clinical and academic review to all staff to examine students' needs and make plans to successfully address obstacles.

	<ul style="list-style-type: none"> • Continue to teach essential habits skills throughout the school day infused into academic curricula • Continue to call or text students who are not at school by 10 AM
Students who have dropped out of school	<ul style="list-style-type: none"> • Make contact with students who have dropped out of NLCS on a quarterly basis to encourage re-engagement. • Schedule quarterly home visits to encourage re-engagement. • Continue to offer in-home counseling sessions • Expand online learning opportunities and iPad loan systems • Continue to provide comprehensive case management, resources and connect students to necessary outside support services, even after a student drops out of NLCS • Focus on LGBTQ sensitivity and ongoing staff and student training (i.e. in the use of gender neutral pronouns) • Continue to regularly track students using JumpRope • Continue to strengthen relationships with collaterals
Homeless and Housing Unstable Youth	<ul style="list-style-type: none"> • Improve systems to provide students with transportation to and from school • Continue to provide case management and connection to outside services • Expand online learning opportunities and other competency development opportunities through iPad loan program and the expansion of online playlists • Expand partnerships with agencies to provide housing to our students and/or their families.
Young Parents	<ul style="list-style-type: none"> • Provide flexible scheduling opportunities • Provide assistance securing good child care • Continue to offer case management, on-site and off-site counseling • Provide young parents with adult mentors/advisors who are experienced parents • Provide assistance with clothing and material goods through an on-site exchange and donation program.
Students with addiction issues	<ul style="list-style-type: none"> • Continue to offer counseling • Continue to refer students to rehabilitation and outside services as needed • Continue to provide support to students trying to be sober, including courses on sensible decision-making and addiction. • Expand collaboration with the North Shore Recovery for common professional development and student recruitment

3G: Faithfulness to Charter: Dissemination

<p>Common Criteria #4: Dissemination The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.</p>	<p>MET</p>	<ul style="list-style-type: none"> • NLCS staff met regularly with Salem High School leadership team and counselors to share both student information and intervention ideas. • Salem High and Salem Prep staff visited NLCS for tours and recruitment conversations throughout the year. • NLCS representatives meet monthly with the Salem Alternative Programs team to discuss best practices, identify students in need and coordinate transitions within the district. • NLCS Board and Salem Public Schools have entered into plans to co-locate the NLCS and the Salem Prep Program. This will make sharing resources and disseminating best practices on a daily basis more possible. • The NLCS Board now includes two members of the Salem Public School leadership team, Margaret Marotta (Asst. Superintendent of Salem) and Andrew Wolf (Curriculum Coordinator at Salem High) and two members of the Salem
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	<p>University leadership, Neal DiChillo (Assistant Provost) and Tom Torello (Marketing) This promotes ongoing vertical dissemination of ideas and natural collaborations between NLCS staff, Salem Public Schools and Salem University.</p> <ul style="list-style-type: none"> • NLCS collaborated with Teaching Resources of America to provide smoother transitions for our students who choose to pursue a HiSet (GED) rather than a high school diploma. NLCS staff investigated the possibility of having TRA move into our school and share space in the off hours from the school. This is an ongoing discussion. • NLCS collaborated with local agencies and committees, such as NAGLY, Salem University, Salem Hope and the Salem Poetry Festival to offer free space for their events and increase the visibility of the school in the local community. • NLCS staff participated in conferences both local and national.
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4. Success of the Academic Program

4A. Success of the Academic Program: Accountability Plan

The NLCS Accountability Plan does not include specific measures to assess the success of our academic programming. NLCS is too small to legally publish our MCAS results, however NLCS began implementing the JumpRope System and collecting data on competency completion this year, our staff will develop academic tracking systems and growth measures that are appropriate for a competency based school and manageable within the Jumprope system within the coming year.

4B. Success of the Academic Program: Charter School Common Performance Criteria

Measures	Evidence
<p>Common Criteria #5: Student Performance The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.</p>	<p>Curriculum: NLCS has completed the task of developing an Individual Learning Plan (ILP) specific to the school, its population, and student need.</p> <ul style="list-style-type: none"> • The NLCS ILP now contains 33 complete Competencies, each with associated Benchmarks and Learning Targets. Learning Targets are specific to each Mastery Level in order to help staff and students calibrate where students are in completing a competency. • Refinement of the ILP and calibration of assessment systems and rating are ongoing • NLCS Competencies are now based on and aligned with the Common Core Standards, Massachusetts State Standards, and Next Generation Science standards. • Common standards for rigor and competency completion were determined by the NLCS staff and assessments systems established. Rigor ratings for both competency completion and specific assessments are currently under review through a targeted team of academic teachers led by the academic support coordinator. • Courses are created and their curriculum designed based on these competencies and benchmarks.

- Teachers were trained in the use of UBD unit planning techniques including a focus on Essential Questions; these units are regularly reviewed with the academic support coordinator
- NLCS has adopted the Google classroom platform as our online learning platform. Teachers are designing lessons using the powerful tools Google provides for in-class as well as distance learning opportunities for all students.
- NLCS is currently trialing several blended learning options for use in the future.
- Teachers meet with the Academic Support Coordinator regularly to review unit and lesson plans both to assist with innovative planning and to be certain that curriculum is properly aligned with the ILP as well as IEP and 504 accommodations and modifications, respectively.

Instruction: NLCS staff co-created instructional best practices during Professional Development opportunities led, in part, by Landmark Outreach Program. Common practices are reviewed, their use evaluated and trained through weekly Collaborative Planning Time and individual meetings with Academic Support Coordinator. These common practices included, but are not limited to:

- Agenda design and use
- Providing Essential Questions
- Writing system (Collins)
- Note-taking practice (Two Column Notes)
- Understanding that students are expected to read, write, speak, and listen in each class
- Time-tracking system (Mid-Point Warning)
- Approach to problem solving academic challenges and behavioral issues (Think:Kids)
- Use of Focus Correction Areas in all academic endeavors
- Reading comprehension strategies.

Assessment and Program Evaluation: NLCS has used the Scholastic Assessment Suite throughout this school year in order to provide academic data in math and reading skills on a consistent, quarterly basis. According to the data collected students consistently enter our school with huge academic gaps. In Math 48% of our students enter four or more years below grade level while 84% enter two or more years behind. In reading 37% enter 4 or more years behind and 55% enter two or more years behind grade level. This school year our students averages a growth of 178 Lexile points on the Scholastic Reading Inventory, a 106 point growth over last years average improvement of 72 Lexile points. This denotes not only growth in our . Last year almost half of the students who were assessed in math more than once made an average of 37 points of quantile growth. This year, while the average growth was less, 25 points, it represents 100% of students who were tested 2 or more times, furthermore our rate of participation in the Scholastic Math Inventory increased by 25% making this data more valid and suggesting an upward trend in overall achievement rather than marked improvement in a smaller sector of our school. Clearly this continues to be an area requiring growth at NLCS. We will continue our work regarding Math instruction including building in more Special Education push-in into specific math courses and an increase in blended learning opportunities across all levels of Math instruction

	<p>MCAS: Our sample size is, unfortunately, too small to use our students MCAS scores in a publishable report. An internal review of our students' progress on the MCAS by the department will show significant improvement on the part of our students as compared to their previous testing opportunities, especially in regard to participation rates..</p>
<p>Common Criteria #6: Program Delivery The school delivers an academic program that provides improved academic outcomes and educational success for all students.</p>	<p>NLCS provides multiple supports for diverse learners in its programming, curriculum, and assessments.</p> <ul style="list-style-type: none"> ● NLCS created a common lesson plan template that requires teachers to plan accommodations and modifications specifically for diverse learners. ● NLCS implemented a Collaborative Planning Time weekly this year to provide teaching staff much needed opportunities to design, calibrate, and reflect upon teaching opportunities in a collaborative environment. This has led to an increase in co-taught units and classes, more tightly integrated practices, and a cleaner line of communication regarding student successes and needs. ● Teachers meet each week with the Academic Support Coordinator to discuss challenges and strategies for approaching these types of learners as well as to improve specific practices in planning and execution of their lessons. ● These meetings with the Academic Support Coordinator also provide opportunities for instructing teachers and staff in the multiple disabilities our students exhibit. ● All students in our school with IEP's receive the MCAS accommodations agreed to in their IEP team meeting throughout all assessments at NLCS. ● NLCS graduated 7 students this school year. Three of these students have received Special Education services during their school career and two students have 504 plans which were written and implemented at NLCS.. ● NLCS students also exhibit academic skill at all levels from 2nd grade math skills to college level reading skill with a wide array of academic challenges. Our mission is to support these diverse learners through flexible scheduling, extensive support services and individualized educational planning. We have done this in the following ways this year: <ul style="list-style-type: none"> - Offered a variety of flexible school schedules (part, full and extended day) - Established an independent study system - Offered academic programming in a variety of configurations: large group classes (1:17), small classes (1:10), tiny classes and tutoring (1:5), individual tutoring (1:1). - Provided both push-in and pull-out special education and ELL services - Designed and implemented an Academic Support Center open for all students but focussing on students requiring additional academic and executive functioning services. - Offered advisory classes and therapeutic classes (i.e. Mindfulness) to help students develop social and emotional skills. - Supported the development of engaging, hands-on lessons that focus on the development of higher order thinking skills through weekly PD sessions and 1:1 coaching for teachers. - Developed tiered support program and associated school schedule that allows all students to access the level of academic support they feel they need, when they need it.

	<ul style="list-style-type: none"> - Improved communication with colleges and universities through a redesign of our transcript form including a thorough explanation of our ILP and competency based model.
<p>Common Criteria #7: Culture and Family Engagement The school supports students' social and emotional health in a safe and respectful learning environment that engages families.</p>	<ul style="list-style-type: none"> ● During numerous family meetings as well as during IEP meetings, we hear from parents that this is the first school that they feel supported by. They often also say that their child/young adult feels safe and happy here and is enjoying school again.. ● We had four family and community engagement activities throughout the year that were very well attended (four graduation/awards ceremonies that included dinner. Attendance ranged from 80-100 participants.) ● For students who are under the age of 18, we have a meeting with Parents/Guardians to do an initial intake, which includes a meeting with one of our clinicians and tour of the school. This meeting is offered in English or Spanish, whichever is the primary language spoken at home. ● For students over the age of 18, we respectfully request they provide us with contact information for support persons at home, including their family of origin and/or family of choice. ● We provide individualized counseling for students as needed or wanted. ● We provide family counseling and support for those in need. ● We work collaboratively with other agencies to provide social services to our students. Counseling at school provided by four agencies: Children, Friend's and Family, Lahey Behavioral Health, Family Continuity as well as Safe Project. This year, 14 of our students received outside agency counseling at our school. This represents an enormous increase over previous years. ● Numerous CSA meetings. ● Our support is individualized to each student's level of need, we work collaboratively with their support team at home to problem solve ways to ensure their success in school. ● This year we developed our curriculum in our essential habits competencies to help our students acquire skills that can be used in all aspects of their lives. (I am organized, I am sensible, I am insightful, I am mindful). This curriculum was worked on in classes, in Advisory and in Town Meetings as well as independently. ● We provide intensive case management to students that are in DCF custody, involved with court/on probation or are dealing with homelessness. ● Advisors make regular phone calls to parents and family members of their assigned students.

4C. Success of the Academic Program: Academic Priorities for 2016/17 School Year

Students at NLCS all receive an Individualized Learning Plan (ILP) upon entrance. As students progress through the school, they create and collect evidence of their developing competence. Teachers then review this evidence to certify student growth and award benchmarks in the appropriate academic subject areas.

NLCS staff spent a significant amount of time reviewing and revising several protocols in our school over the course of this year. These protocol improvements included designing and implementing a school-wide portfolio system including systems for evaluation and reflection upon each piece, redesign of implementation of a Graduation Planning Form intended to give students increased ownership of their education, increased pathways to exhibition and tools to guide said process, and a habitual practice of looking at student work as a team in order to calibrate and increase our rigor rating.

NLCS further worked assiduously to improve our policy regarding transcribing student credits into our competency based ILP and back into Carnegie credits for student transferring to another school or moving on to college.

Academic Priorities for SY 2016-2017

- Increase in English Language Learner program including Sheltered English Instruction and direct instruction.
- Improved academic rigor through continuing calibration of Unit Planning, writing systems, assessment protocols, collaborative reflection, and designing opportunities for teachers to observe exemplar lessons.
- Improved academic growth through revision of student expectations including a redesign and rewriting of the student handbook.
- Increased Central Office support based on our Innovation School status, allowing coordinators and principal to increase their attention on direct instruction and coaching.
- Increased blended learning opportunities.

5. Organizational Viability

5A: Organizational Viability: Accountability Plan

The NLCS Accountability Plan does not include specific measures to assess the success of our organizational viability.

5B: Organizational Viability: Complaints

NLCS did not receive any written complaints during the 2014/2015 school year.

5C: Organizational Viability: Budget and Finance

**STATEMENT OF NET POSITION
UNAUDITED**

FISCAL YEAR ENDED JUNE 30, 2016

ASSETS	
CURRENT:	
Cash and cash equivalents	\$ 117,274
NONCURRENT:	
Capital assets, net of accumulated depreciation	<u>109,572</u>
TOTAL ASSETS	<u>226,846</u>
LIABILITIES	
CURRENT:	
Accrued payroll	94,647
Compensated Absences	<u>1,880</u>
TOTAL LIABILITIES	<u>96,527</u>
NET POSITION	
Net investment in capital assets	109,572
Unrestricted	<u>76,830</u>
TOTAL NET POSITION	<u>\$ 130,319</u>

**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
UNAUDITED**

FISCAL YEAR ENDED JUNE 30, 2016

OPERATING REVENUES:		
City contribution	\$	890,257
Other revenue		<u>3,938</u>
Total operating revenue		<u>894,195</u>
OPERATING EXPENSES:		
Personnel		707,336
Contracted services		42,997
Office supplies and materials		6,737
Insurance		17,437
Instructional supplies		28,973
Depreciation		61,783
Building rental		224,934
Other expenses		<u>12,416</u>
Total operating expenses		<u>1,102,643</u>
Operating income (loss)		<u>(208,478)</u>
Net position at beginning of year.....		<u>338,797</u>
Net position at end of year	\$	<u><u>130,319</u></u>

5D: Organizational Viability: Organizational Structure

In May 2015, The Board of Trustees along with the Mayor of Salem as well as the School Committee decided that New Liberty would not re-apply for a charter for the coming 5 year period and instead would apply to become an Innovation School. In the coming year, SY 2016, we will be writing and applying for this designation. In the fall of 2015, the NLCS staff, board and community partners began the innovation plan development process. This plan was approved in the early spring of 2016. On July 1st, 2016, New Liberty Charter School officially became New Liberty Innovation School.

6. Additional Information**6A: Link to NLCS Demographic Information**

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04670505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFO	# of students	% of the student body
African-American	4	9%
Asian	0	0
Hispanic	14	30%
Native American	0	0
White	24	52%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	4	9%
Special Education	22	48%
Limited English Proficient	4	9.3%
Low Income	35*	76%*

* This number is artificially low due to a low return rate of free/reduced lunch forms. Actual rate is 94-97%

6B: NLCS Administrative Roster

ADMINISTRATIVE ROSTER FOR THE 2015-16 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Jessica Yurwitz, Principal	Head of School, Instructional Leader	April 2010	NA

6C: NLCS Staff Attrition

Please note that NLCS sustained a nearly 11% budget cut for the 2015/16 school year and another significant cut in for the 2016/17 school year. These cuts required a drastic cuts in staff and staff hours. Most positions were cut by 15-40% that led to staff layoffs and departures.

TEACHERS AND STAFF ATTRITION FOR THE 2015-16 SCHOOL YEAR				
	Number as of the last day of the 2015/2016 school year	Departures during the 2015/2016 school year	Departures at the end of the 2015/2016 school year	Reason(s) for Departure
Teachers	7	0	1	1- Lay off due to budget cuts
Other Staff	5	1	1	1- Took another position 1 - Left for another position in anticipation of a lay-off

6D: NLCS Board Members

BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	# of terms served	Length of each term (including date of election and expiration)
Dr. Neal DeChillo Dean of the College of Health and Human Services at Salem State University	Chair	Governance and Educational Programs	one	March 1, 2011 - June 30, 2016
Gerald Perry Financial Management	Vice Chair	Finance	one	August 28, 2014 - June 30, 2016
Ms. Linda Saris Director of Salem Cyber Space	Treasurer	Finance	one	July 1, 2012 - June 30, 2016
Atty. Jonathan Ofilos Attorney Tinti, Quinn, Grover and Frey	Clerk	Governance	one	March 1, 2011 - June 30, 2015
Mr. Tom Torello Vice President of Marketing and Communications at Salem State University		Advancement	one	September 13, 2013 - Jan. 30, 2016
Dr. Edward Bailey Chair of Pediatrics Mass General for Children at North Shore Medical Center		Finance and Educational Programs	Two	July 1, 2012 - June 30, 2016
Ms. Deborah Amaral		Ex-Oficio	one	September 13, 2013 - June 30, 2016

Salem School Committee Representative/ Director Malden YMCA		School Committee Member		
Ms. Margaret Marotta Assistant Superintendent of Student Support Services – Salem Public Schools		Educational Programs	one	December 12, 2013 – June 30, 2016
Andrew Wulf Academic Chair of Curriculum Salem High School		Educational Programs	one	March 12, 2014 - June 30, 2016
Kylie Sullivan Director of Salem Main Streets		Educational Programs	one	March 12, 2014 - June 30, 2016

6E: Key Leadership Changes

Position	Name and Contact Information of Replacement
Board of Trustees Chairperson	Neal DiChillo - Sept 2015
Charter School Leader	Jen Winsor - July 1st 2016
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	Matt Conroy
SIMS Coordinator	NA
English Language Learner Director	NA

6F: Facilities

On March 17, 2014, NLCS moved into a larger space on the second floor of the Museum Place Mall, Salem MA. No additional facility changes were made this year.

6G: Enrollment

NLCS has a rolling admissions process to better serve the target population of the school. NLCS recruits and accepts applications throughout the year. Before the start of each term, the staff determines how many seats are available in the school and hold a lottery if the number of applications exceeds the number of seats available for the term.

7. Report on Conditions

Progress Report on Conditions	MET	The conditions on NLCS were removed in October 2014 after our Year Four Site Visit.
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8. Appendices

