



# New Liberty Innovation School

**School Improvement Plan  
2019-2020**

## I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, etc.).

New Liberty is a small, public high school for students who struggled for one reason or another in a larger, more traditional school setting. We are able to personalize each student's experience through our small student-to-teacher ratio and by incorporating blended learning into every class. Our small size allows us to offer unique instructional experiences such as project-based learning and earning competencies through work and other activities outside of school. We also focus on the whole student and their social emotional needs through on-site counseling and by explicitly teaching social emotional and executive function skills. Finally, we have an employment specialist on-site who works to ensure that every student has a few real-world job and/or internship experiences before they graduate high school.

Our school demographics as of 9/5/19 are:

Total students: 49

Males: 20 (41%)

Females: 29 (59%)

Non-Binary: 0

Race/Ethnicity:

-Hispanic/Latino: 24 (49%)

-African American/Mixed Race: 14 (29%)

-Asian: 0

-White: 35 (71%)

Average Age: 16.5

Students with Disabilities: 29 (59%)

Students Who Are ELLs or Formerly Were ELLs: 9 (18%)

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community (including representatives from regular education, special education, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

At the beginning of the school year, all teachers, including our special education teacher and ESL teacher, reviewed spring MCAS scores closely and made plans for how they would adjust their instruction to meet individual student needs. The entire staff engaged in a data splash in August focused primarily on culture data, such as attendance, drop-out rate, our student climate survey from the spring, and our school's shifting demographics toward younger students and more students with disabilities.

## II. School Data Profile

### A. 2019 Scaled Score and CPI Historical Comparison

#### ELA

Group	2018 Achievement	2019 Achievement	Change	Scaled Score P	Scaled Score NI	Scaled Score F	
All Students	82.1 (7)	95.2 (13)	+13.1	2 (2017)	3 (2017)	0 (2017)	
				3 (2018)	4 (2018)	0 (2018)	
				Scaled Score EX	Scaled Score M	Scaled Score PM	Scaled Score NM
				0 (2019)	1 (2019)	12 (2019)	1* (2019)
EL and Former EL	75 (2)	-					
Students w/Disabilities	81.3 (4)	91.7 (5)	+10.4				
Afr. Amer./Black	-	100 (1)	-				
Hispanic/Latino	75 (4)	100 (4)	+25				
White	91.7 (3)	95 (10)	+3.3				

\*Still passed using DESE's Interim Passing Standards

#### Math

Group	2018 Achievement	2019 Achievement	Change	Scaled Score P	Scaled Score NI	Scaled Score F	
All Students	50 (8)	55.8 (13)	+5.8	2 (2017)	3 (2017)	0 (2017)	
				3 (2018)	4 (2018)	0 (2018)	
				Scaled Score	Scaled Score	Scaled Score	Scaled Score

				<b>EX</b>	<b>M</b>	<b>PM</b>	<b>NM</b>
				0 (2019)	1 (2019)	7 (2019)	6* (2019)
<b>EL and Former EL</b>	37.5 (2)	-	-				
<b>Students w/Disabilities</b>	40 (5)	45 (5)	+5				
<b>Afr. Amer./Black</b>	-	100 (1)	-				
<b>Hispanic/Latino</b>	33.3 (3)	62.5 (4)	+29.2				
<b>White</b>	68.8 (4)	52.5 (10)	-16.3				

\*Of these 6, 2 still passed using DESE's Interim Passing Standards

### Science (HS Biology)

<b>Group</b>	<b>2018 P</b>	<b>2018 NI</b>	<b>2018 F</b>	<b>2019 P</b>	<b>2019 NI</b>	<b>2019 F</b>	<b>Change (from 2018)</b>
<b>All Students</b>	1	7	5	1	2	2	-
<b>EL and Former EL</b>	-	-	1	-	-	1	-
<b>Students w/Disabilities</b>	-	4	2	-	-	2	-
<b>Afr. Amer./Black</b>	-	-	-	-	1	-	-
<b>Hispanic/Latino</b>	-	1	1	-	-	2	-1
<b>White</b>	1	3	1	1	1	-	-

## B. 2019 SGP Growth – Historical Comparison

### Mean Student Growth Percentile (SGP)

	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>ELA</b>	32 (n = 3)	16 (n = 7)	22.6 (n = 11)
<b>Math</b>	27.7 (n = 3)	30.5 (n = 8)	16.3 (n = 12)

## C. 2019 Achievement Level Historical Comparison

Insufficient data

## D. 2019 Achievement Level (by Grade Level) Historical Comparison

Insufficient data

### III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review (subgroup break down above).

#### ELA Spring Data Trends

	<b>Strength</b> (<25% below state ave -- or above state ave)	<b>Weakness</b> (>25% below state ave)
<b>Overall</b>	9	5
<b>Question Type</b>		
Essay	7	7
Selected Response	10	4
<b>Domain/Cluster</b>		
<i>Language</i>	8	6
Conventions of Standard Eng	4	10
Vocab Acquisition and Use	13	1
<i>Reading</i>	10	4
Craft and Structure	11	3
Integration of Knowledge and Ideas	7	7
Key Ideas and Details	10	4
<i>Writing</i>	10	4
Text Types and Purposes	10	4

Key: Yellow = an area of concern; Blue = a relative area of strength

### English Language Arts/Literacy

<b>Strengths</b>	All students passed the test. More areas of relative strength in the data vs areas of concern. An overall increase in average CPI by 13.1 points, with especially significant gains for students with disabilities (up 10.4 points) and Hispanic/Latino students (up 25 points). Our students' SGP scores went up slightly from 2018.
<b>Challenges</b>	Only one student received a "Met" expectations on the test. The others received a "Partially Met" or "Not Met."
<b>Opportunities</b>	Now that we understand the new exam better and have data trends to refer to, we can better prepare our students for it.

### Math Spring Data Trends

	<b>Strength</b> (<25% below state ave -- or above state ave)	<b>Weakness</b> (>25% below state ave)
<b>Overall</b>	3	11
<b>Question Type</b>		
Constructed Response	4	10
Selected Response	2	12
Short Answer	6	8
<b>Domain/Cluster</b>		
<i>Arithmetic w Polynomials + Rational Expressions</i>	8	6
<i>Circles</i>	4	10
<i>Conditional Probability + the Rules of Probability</i>	8	6
<i>Congruence</i>	4	10
<i>Creating Equations</i>	4	10
<i>Expression Geometric Properties w Equations</i>	2	12
<i>Geometric Measurement + Dimension</i>	8	6
<i>Interpreting Categorical + Quantitative Data</i>	6	8
<i>Interpreting Functions</i>	4	10

<i>Linear, Quadratic, and Exponential Models</i>	3	11
<i>Quantiles</i>	9	5
<i>Reasoning w Equations + Inequalities</i>	5	9
<i>Seeing Structure in Expressions</i>	1	13
<i>Similarity, Right Triangles + Trigonometry</i>	2	12
<i>The Real Number System</i>	1	13

Key: Yellow = an area of concern; Blue = a relative area of strength

Mathematics	
<b>Strengths</b>	In math we saw an overall CPI average increase by 5.8 points with a huge increase for our Hispanic/Latino students, whose CPI average increased by 29.2 points. Ten students passed the exam.
<b>Challenges</b>	The average CPI for our white students decreased by 16.3 points. Students especially struggled in the areas of Seeing Structure in Expressions and The Real Number System. Only 1 student received a “Met” expectations score, the rest received “Partially Met” or “Not Met” scores. Our students’ SGP scores went down from 2018.
<b>Opportunities</b>	Now that we understand the new exam better and have data trends to refer to, we can better prepare our students for it.

### HS Biology Spring Data Trends (9th grade)

	<b>Strength</b> (<25% below state ave -- or above state ave)	<b>Weakness</b> (>25% below state ave)
<b>Overall</b>	2	3
<b>Question Type</b>		
Multiple Choice	2	3
Open Response	1	4
<b>Strand/Topic</b>		
<i>Biology HS Course</i>	2	3
A&P	5	
Cell Biology	2	3
Chemistry of Life	4	1

Ecology	2	3
Evolution and Biodiversity	3	2
Genetics	1	4

Key: Yellow = an area of concern; Blue = a relative area of strength

### Science

<b>Strengths</b>	All students scored well in the Anatomy and Physiology section of the MCAS. Our students' scores were similar to those from 2018.
<b>Challenges</b>	Students especially struggled with Genetics and Open Response questions this year. Of the five first-time test takers, only one received a Proficient score.
<b>Opportunities</b>	This year every Biology class has a co-teacher for additional student support. Our Biology teacher will continue to work with her coach each week and continue to have students practice answering open response questions. We continue to offer PLTW BioMedical Science.

### Four-Year Cohort & Extended Engagement Graduation Rates

	2017	2018	2019
<b>4-Year</b>	0%	5 (24%)	5 (17%)
<b>Extended Engagement (5-Years)</b>	6 (24%)	5 (24%)	3 (13%)
<b>Beyond 5 Years</b>	5 (20%)	4 (19%)	2 (9%)
<b>Total</b>	9 (36%)	14 (67%)	9 (39%)

### Annual Drop-Out Rate

Group	2016 Rate	2017 Rate	2018 Rate	2019 Rate
<b>All Students</b>	43.9%	22% (n = 16)	33% (n = 22)	22% (n = 16)
<b>High Needs</b>	-	-	-	-
<b>Econ. Disadvantaged</b>	-	-	-	-
<b>EL and Former EL</b>	-	7%	9%	4%
<b>Students w/Disabilities</b>	-	11%	12%	10%
<b>Amer. Ind. or Alaska Nat.</b>	-	-	-	-
<b>Asian</b>	-	-	2%	-
<b>Afr. Amer./Black</b>	-	4%	4%	1%
<b>Hispanic/Latino</b>	-	11%	15%	12%



<b>Multi-Race, Non-Hisp./Lat.</b>	-	-	-	-
<b>Native Haw. or Pacif. Isl.</b>	-	-	-	-
<b>White</b>	-	7%	12%	5%

### School Culture

<b>Strengths</b>	Our drop out rate decreased by about 10%, we had a wait list for students to get into our school for the first time ever, we enrolled 74 students in 2019 compared with 68 in 2018, our Panorama Student Survey Data went up for “School Belonging” by 4 points, more students graduated with plans to attend college in June than had in the previous 2 years, and students participated in Root (culinary arts training program) each trimester.
<b>Challenges</b>	Our graduation rate decreased from 67% in 2018 to 39% in 2019 (although we also had many more young students in 2019 than in 2018), our suspension rate went from 15% to 18%, the percent of students passing classes was only 46% on average for the year (mostly tied to poor class attendance), student perception of “school/classroom engagement” was 26% (a drop of 6 points from 2018), and only 29% of young men and 69% of young women believed NLIS to be a “positive learning environment,” (a drop of 10 points from 2018).
<b>Opportunities</b>	We have adjusted our schedule in several ways this year to work to address our school culture struggles. First, students have their core academic classes back-to-back in the morning and then have a less formal project-block class in the afternoon and a “Healthy” class, where they go to the Y or Commons four days/week. We hope that the afternoon activities will be more engaging for students and lead to increased overall and class attendance. To address our suspension rate, we will continue to use the Collaborative Problem Solving model, restorative justice practices like circles, and the PASS alternative to suspension program in Beverly. Additionally, we will work to improve the overall culture of our school through regular community meetings and team building activities. Lastly, we have designed a new pathway to graduation for students who are well over-age and under-credited.

### Attendance/Chronic Absenteeism

	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Total Ave Attendance</b>	52%	55%	65.5%
<b>Over 50% Absent</b>	50%	37%	19%
<b>Over 18 Absences/Year</b>	-	78%	85%

### Attendance

<b>Strengths</b>	Our overall attendance increased by 10% from 2018, our average percent of students with attendance below 50% dropped to 19% (14 students), which was the lowest in the school’s history.
<b>Challenges</b>	Our “churn” rate was over 30% (21 out of 74 students entered NLIS after October 1, 2018 and 25 left before June 19, 2019) and our class attendance was low, especially in the winter and spring. The new state accountability measures consider a student with attendance below 90% as chronically absent. The vast majority of our students have attendance below 90%.

<b>Opportunities</b>	<p>We have built in many new systems to increase class attendance, for example if a student refuses to attend or refuses to do work for a core academic class in the morning, they need to make up the missed work in the afternoon. Further, students are all in “phases” this year, with “Welcome” being the first (limited privileges, high support) and “Positive Impact” being the highest (most privileges, least support). We will also be monitoring class attendance much more closely this year because that is a factor in students being able to move up to a higher phase. We have also revamped our advisory structure such that students do Professional Readiness work and teachers hold academic check-ins each week to better support each student in making academic progress.</p> <p>While students who come consistently to school almost always make quicker academic (and social emotional) progress, the beauty of competency-based education is that it isn’t seat-time dependent. For example, students can demonstrate their competency in a variety of ways, such as comping out of a low-level, required ELA class by achieving a passing score on the MCAS.</p>
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<b>Family &amp; Community Engagement</b>	
<b>Strengths</b>	Over 50% of our students’ and their families attended our fall and spring Student-Led Conferences last year. We also held numerous family meetings at New Liberty, particularly for our younger students.
<b>Challenges</b>	However, we only conducted seven positive, family home visits (vs 16 in 2018).
<b>Opportunities</b>	<p>We have applied again for a CDBG (grant) and if we receive it, it is our goal to conduct closer to 30 home visits this year. We are also building up our School Site Council and planning opportunities for families to come and learn about topics of interest to them, like the dangers of vaping.</p> <p>We would like to have our positive contact home be closer to 100% each month this year.</p>

## IV. School Action Plan

### **Strategic Objective 1: Academic/Statewide Improvement Targets**

- 1) Increase benchmark completion rates (i.e. students receiving a passing “grade” on their course benchmarks) including Post-Graduate Readiness and Essential Habits BMs to 70% on average for the year and
- 2) Increase math, ELA, and science MCAS scores such that
  - a) ELA = 0% - NM, 75% - PM, and 25% - M
  - b) Math = 0% - NM, 80% - PM, and 20% - M
  - c) HS Bio = 0% - F, 75% - NI, and 25% - P

<b>Action Steps</b>	<b>Lead</b>	<b>Start</b>	<b>Complete</b>
Our teacher-led PLC will focus on the district Four Instructional Priority Areas: <ul style="list-style-type: none"> <li>● Creating Welcoming and Affirming Learning Environments</li> <li>● Supporting Meaningful Interactions</li> <li>● Providing Comprehensible Input</li> <li>● Adapting Text</li> </ul>	PLC teacher leader (JC)	9/4/19	6/17/20
We will ensure these instructional priority areas are being implemented in all classrooms through instructional rounds (Learning Walks) using Look For documents created by the teachers last school year.	Leadership Team (LT)	10/1/19	6/17/20

All teachers will be asked to submit 1-3 sample lesson plans (or access to google docs) for feedback to the principal each week in order to assess assignment connection to benchmarks and lesson alignment with the Four Instructional Priority Areas. This will also allow us to monitor for use of project-based learning in the classroom.	Principal	9/4/19	6/17/20
Core content teachers will receive bi-weekly instructional coaching from a district coach, focusing on deepening their understanding of MCAS 2.0 and the Four Priority Areas.	Principal	9/23/19	6/17/20
All teachers will make their evaluation student learning goals tied to increasing student benchmark completion rates.	Principal	9/23/19	5/15/20
All teachers will use a common online gradebook, which advisors can review regularly with students to keep them on track in each of their classes.	Academic Facilitator	9/4/19	6/17/20
We will conduct pull-out math tutoring as needed to prepare for the MCAS (particularly for our ELs).	Principal	9/4/19	6/1/20
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>The Leadership Team will review student benchmark mastery data every two weeks and intervene with specific classes or students that are not making sufficient progress.</li> <li>The Leadership Team will assess teacher instructional alignment with the Priority Areas through monthly Learning Walks and provide teachers with feedback to assist them in holding to the Priority Areas.</li> </ul>			

**Strategic Objective 2: Culture/Statewide Improvement Targets**

- Increase student perception of “school/classroom engagement” to 50% of students indicating that they are “excited by and interested in their classes” (Panorama School Climate Survey),
- Overall attendance increase to 70% for the year,
- Class attendance increase to 65% for the year,
- Graduation rate increase to 50%, and
- Drop out rate decrease to below 15%

Action Steps	Lead	Start	Complete
Every teacher will run at least two Project-Learning based classes this year (afternoon project block).	Academic Facilitator	9/4/19	6/17/20
Additionally, we will work to improve the overall culture of our school through regular community meetings, restorative justice circles, and team building activities.	Coordinator of Counseling Services (CCS, School SAC)	9/4/19	6/17/20
Continue to adhere to new behavioral systems such as earned privileges and required afternoon academic workshop to make up missing core subject work	Principal and CCS	9/4/19	6/17/20

Continue to utilize alternative pathway to graduation for over-age, under-credited students	Academic Facilitator	9/4/19	6/17/20
Re-engagement of our recent dropouts throughout the year; this includes reaching out to former students and encouraging them to re-enroll in school	Recruitment and Intake Specialist	9/4/19	6/17/20
Support recent dropouts in gaining their HiSet or GED if they decide not to return to high school (students who earn their HiSet or GED within one year of dropping out are not counted against the school they left). Again, this would be done by regularly contacting former students.	Recruitment and Intake Specialist	9/4/19	6/17/20
<p><b>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>• The Leadership Team will review student classroom and overall attendance data every two weeks and intervene with specific classes or students that are struggling.</li> <li>• The LT will also regularly review dropout data and progress of students on track to graduate this year</li> <li>• Student Support Team (SST) looks at attendance and behavioral data weekly and plans student-level interventions as needed.</li> </ul>			

**Strategic Objective 3: Maintaining a Safe and Supportive School**

1. Decrease out of school suspensions to under 14% and
2. Seventy percent of students on average (for young men and women) will believe NLIS to be a “positive learning environment,” particularly our young men who overwhelmingly held fewer positive beliefs about school (29%) compared to our young women (69%) in 2019 via the Panorama School Climate Survey.

Action Steps	Lead	Start	Complete
We will continue to use the Collaborative Problem Solving model, restorative justice practices like circles, and the PASS alternative to suspension program in Beverly.	All staff	9/4/19	6/17/20
Continue to hold weekly community meetings and team building activities in advisories.	Principal and CCS	9/4/19	6/17/20
Increase student input and voice through a more robust Student Leadership group run by principal who has extensive student leadership development experience	Principal	9/23/19	6/17/20
Use of new behavioral systems and protocols	Principal and CCS	9/4/19	6/17/20
Teacher PD on positive student-teacher relationships and classroom management strategies	Principal running modules	8/29/19	6/17/20
All new NLIS students will be required to take an Orientation class, with a focus on tech safety/rules and our social emotional learning skills (Essential Habits)	Academic Facilitator, Wellness Teacher	9/4/19	6/17/20
Each teacher will make an evaluation professional practice goal related to their role in developing students’ social emotional learning	Principal	10/1/19	5/15/20

**What data will be used to monitor implementation of this strategic objective?  
How often will this data be analyzed, and revisited for gains/decreases?**

- LT will review suspension data bi-weekly
- Principal will get a better pulse on student morale through running weekly Student Leadership meetings

**Strategic Objective 4: Family & Community Engagement**

1. Our average positive contact home rate/month will increase to 85% for the year and
2. We will conduct at least 25 home visits by the end of the year

Action Steps	Lead	Start	Complete
Principal will meet bi-weekly with Family Engagement Facilitator (FEF)	Principal		
This year’s School Site Council will be established in September and first meeting held in early October	Principal		
Will take time to make positive contact home and schedule positive home visits at each staff meeting (bi-weekly)	Principal & FEF		

**What data will be used to monitor implementation of this strategic objective?  
How often will this data be analyzed, and revisited for gains/decreases?**

- Principal and FEF will review positive contact home and home visit data when they meet bi-weekly
- LT will review this data regularly, as well

**Advanced Coursework**

We offer one advanced course pathway at NLIS through our Project Lead the Way (PLTW) biomedical pathway.

Last year, we enrolled over half of our students in at least one trimester of PLTW, and we expect almost all students in grades 9-11 to take at least one trimester of biomedical during the 2019 school year.

**V. Highly Qualified Teachers**

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

**VI. Professional Development Plan**

**a. District Professional Development Plan**

Teachers new to NLIS attended a 4-day New Teacher Institute led by the SPS.

The district hosts a series of ongoing job-alike meetings to ensure that, throughout the year, we are building the capacity of specialized instructional support staff such as instructional coaches, team chairs, ESL teachers, special educators, paraprofessionals, etc.

The district is working with District Management Group (DMG) to provide opt-in training for all teachers on positive, preventative behavioral management strategies for the classroom. NLIS teachers will all have the opportunity to be trained on these 8 modules throughout the year and NLIS staff will attend an all-day training related to this on November 5th.

#### **b. School-based Professional Development Plan (Overview for the year [HERE.](#))**

New Liberty's PD plan encompasses the DMG work and also will primarily happen through our Professional Learning Community, which meets every other week for two hours during our regular Wednesday early release time. All classroom teachers are part of PLC and the focus will be on creating a normed, competency grading rubric for the school, looking at student work to norm grading, and deepening teacher understanding and use of the district-wide four instructional priority areas -- Welcoming environment, Meaningful interactions, Comprehensible input, and Adapting text. NLIS teachers made their own look fors for three of these four last school year for use during peer observations or instructional rounds. All staff also engages in weekly Academic/Clinical Reviews where we discuss the specific needs of individual students and work on developing our restorative processes. We also use this time to train staff on best practices for creating a trauma-sensitive learning environment.

The goals of our PD for the year are completely tied to our SIP goals, particularly, engaging and finding ways to connect and support students so they stay in class and make steady academic gains (i.e. benchmarks completed). We will also use PD time to schedule home visits and hope to work with our outside partners, 1647, again to train us on deepening our positive family engagement.

## **VII. Teacher Recruitment Strategies**

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

## **VIII. Parent Involvement**

We will ask for family input on our priorities for the year from our School Site Council and from families during our various evening events (such as Open House). We believe that by deepening our connections with families through home visits and regular, positive outreach, more families will attend our various social and academic events, and we will have more opportunities to hear from them. We want families to be actively involved in the implementation of our various initiatives and, again, we think this will happen as we engage them further.

This year, we also plan to offer a few evening workshops just for families on vaping, marijuana use, and cell phone use. We hope that educating families more will help us with distracting behaviors, such as cell phones, at school.

We send families mid-quarter progress reports and end-of-quarter report cards, which show how students are performing against our competencies. Like last year, we will hold 2 student-led conferences, during which students will share information on their progress with their teachers and family. We've found that this helps our students and families better understand our competency-based program, curriculum, and assessments.

Families will have the opportunity to engage and give feedback during these conferences. (We do not receive Title I funding.)

This year, we once again provided students and families with a large resource book with a lot of information about our programming, our staff, our policies, our student contract, and pertinent school laws. We required our students under 18 to get the contract signed by their families. We are also working to increase family communication through a monthly newsletter.

We seek input on our priorities and initiatives from our School Site Council. Furthermore, we will look into giving a survey to our families this spring in regard to their engagement with our school.

## **IX. Kindergarten Transition Plan (K-5 and K-8 schools only)**

This year, Family Engagement Facilitators are reaching out to all early childhood programs in the area to collect transition forms for each child. They have offered to visit each site to form a partnership with sending programs.

## **X. Shared Leadership Practices**

Because we are a small school, every staff member must be involved in multiple aspects of the management of the school. Our leadership team consists of the principal (the only school administrator), a teacher leader, and the coordinator of counseling services/school adjustment counselor. However, each teacher takes on responsibilities above and beyond teaching. For example, our STEM teacher is writing grants to acquire more materials in our lab and to further develop a biomedical pathway in our school. The entire staff attends our weekly staff meeting, which is one of the main places final decisions for the school are made. The principal engages all teachers in data dives throughout the year. The leadership and student support teams look at attendance data regularly. The student support team collects social emotional data on students as part of their intake to New Liberty; that data is reviewed periodically.

## **XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)**

*Does not apply to NLIS.*

## **XII. Coordination and integration of federal, state and local services and programs**

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.