



Welcome all. Challenge yourself. Create a positive impact.

Program of Study SY26

New Liberty Innovation School
Different by Design

New Liberty Innovation School ~ Different by Design

New Liberty Innovation School is a high school that responds to the needs of students and families looking for an educational experience different from the traditional model. New Liberty was created to give students in Salem and the surrounding towns a high school capable of not only reducing student drop-out rates, but also of truly engaging them in their education and in their community. Being different by design, we wholeheartedly believe in the mantra, *“reach while you teach.”* As trust builds between staff and students, relationships deepen and so does our ability to leverage that connection to raise expectations for all of our students.

Anchored in three pillars:

- **Academic:** competency-based model, blended and project-based learning and personalized pathways to graduation
- **Student Support:** trauma-informed counseling and social-emotional learning learning focus
- **College and Career Readiness:** community-based internships and the creation of individual post-secondary plans

New Liberty is intentionally different from a traditional high school. We are designed to address the needs of students at high risk of dropping out of high school. By re-engaging students into a learning experience tailored to their strengths, interests and post high school goals we can re-ignite the desire to learn and finish high school. We focus on the whole student and their social emotional needs through on-site counseling and by explicitly teaching social emotional and executive functioning skills. Finally, we have an employment and post graduate planning specialist who works to ensure that every student has real-world job and/or internship experiences to be exposed to a variety of career pathways, providing students first hand knowledge of the world of work.

Our Mission:

The mission of NLIS is to engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation.

Our Vision of Excellent Instruction:

Learning at NLIS is anchored in culturally and community responsive models of instruction with a focus on equity, independence and high expectations for all. We do this by creating authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection.

What is “competency-based” education?

Competency-based education is an approach to learning that requires students to master the skills and knowledge at one level before they can advance to the next level. Why? We want to make sure every student has a strong foundation of knowledge and skills to build on as they progress through school and prepare for life after graduation.

In traditional schools, students are grouped based on their age, and they progress through school based on *time* (the “school year”). In competency-based schools, students progress through school based on their *learning*. A student’s age will never hold them back, and they don’t have to wait for the next school year to begin before they can move on to the next level. Students can advance to the next level - and earn “competencies” toward graduation - as soon as they show mastery of skills!

Our school is a place where students can learn at their own pace, explore their interests, and prepare for their future, all while getting the individual support needed. Everything students are expected to do has one main purpose: *to help prepare them for their future*.

At New Liberty we are different by design! Our goal is that students will graduate from high school fully prepared for the next step in life!

Why Competency-Based Education (CBE)?

The goal of competency-based education is to transform our education system from a time-based system to a learning-based system. Instead of awarding credits based on how much time students spend learning, **this model awards credits based on whether students have mastered competencies—the skills, abilities, and knowledge required in an area of study.** Put simply, competency-based education is not about time—it’s about what you know and are able to do.

Our [New Liberty Competency Curriculum Framework](#) is a competency-based framework structured to replace time-based, age-based, and course-based structures with one that focuses on learning, growth, and readiness. Our framework defines the competencies, skills, and experiences students will need to master and/or complete in order to demonstrate readiness, earn credit, and graduate from high school. Competencies are created with a developmental continuum that shows how learning progresses and becomes more complex.

- Each skill of each competency has a rubric, which we call a **continua**, that transparently details for students what learning looks like at each level.
- Competencies are grouped into sets (such as Humanities) and each competency set has a portfolio that students need to complete to earn credit.

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- Performance-based assessments are required for students to demonstrate their learning through the application of skills, knowledge, and strategies to construct an answer, produce a product, or perform an activity.
- Performance-based assessments are rated using the continua, and revision occurs through continua-based feedback.
- One portfolio = credit: When students complete each portfolio at the minimum growth or performance level, they receive credit, regardless of seat time.
- Learning can occur and be assessed in multiple contexts and experiences both within and beyond the walls of the school building.

Each content area has sets of competencies or experiences that students are required to complete to earn credit and graduate from high school.

- **Core Content Area Competencies (Humanities, Math and Science):** These competency sets are aligned to national and state standards and focus on the application of knowledge in multiple ways through multiple experiences. Math and Science have specific concept lists (standards) students must show proficiency in along with the competency and skills.
- **Habits of Success Competencies:** These competencies focus on developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggests are essential to success in learning, self-direction, goal setting and well-being.
- **Portrait of Graduate Competency:** This competency focuses on a set of skills developing their strengths in creative problem solving, critical thinking, communication, collaboration, self awareness and cultural humility all important skills beyond high school. These skills are transferable in the world of work.
- **Wayfinding Experiences:** These competencies and experiences align with DESE's MyCAP (My Career & Academic Plan) framework and support students in identifying their interests and passions, engaging in real-world learning opportunities such as job shadows, internships, and early college pathways, and building social capital, culminating in a personalized postsecondary plan upon graduation.
- **Health & Wellness:** In addition to physical education, NLIS also requires students to learn about and practice social emotional health concepts and skills for responsible decision-making and healthy relationships. These concepts are aligned with the Massachusetts Comprehensive Health and Physical Education framework.

How are Massachusetts and national standards incorporated into our Curriculum Frameworks?

Our curriculum competency framework includes both state and national standards that are linked to our competencies and skills. Students take courses and are rated depending on the portfolio in which they are enrolled. See below for portfolio description.

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- In our **Humanities Courses** the Massachusetts Framework for English Language Arts and Social Studies are built into our competency framework and graded on the learning continua.
- For **Math Courses** in the Discovery (Integrated Math 1) and Action (Integrated Math 2) portfolios, content is backwards mapped with priority standards in order to ensure students are ready to be successful on the math MCAS. Students in the Challenge portfolio will be required to complete an entrepreneurship course while demonstrating skills in mathematical problem solving. Students in the Impact portfolio will be required to complete Personal Finance
- In our **Science Courses** students in the Discovery portfolio focus on specific Massachusetts Frameworks for biology to ensure readiness for the biology MCAS. In additional portfolios we focus on the biomedical pathway with Project Lead The Way (PLTW).

At NLIS we have our [New Liberty Competency Curriculum Framework](#) that represents our entire program of study with discrete competencies, skills and concepts taught. These are all aligned with the state and national standards.

See the example below for ONE Humanities Competency and Skills:

HUM.2 = Competency “Make Arguments”

HUM.2.2 = Skill (aligned to standard) CCSS.ELA-LITERACY.W.1.B

Level 2 - 12 = Learning Continua students earn ratings on (NOT GRADE LEVELS)

HUM.2 Make Arguments

Back to Assessment

I can compose evidence-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
HUM.2.2	I can include reasons to support my opinion.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech).	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech).	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech).	I can compose a cohesive argument that follows a logical progression in the format that is most appropriate for the task (e.g., 5 paragraph essay, editorial, debate, speech).	I can compose a cohesive argument that follows a logical progression in the format that is most appropriate for the task.
Develop my claim and counterclaims	I can include several logical reasons to support my opinion or claim.	I can include several logical reasons that support my claim.	I can support each reason with relevant evidence from credible sources.	I can support each reason by citing two or more relevant and convincing pieces of evidence from credible sources.	I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason.	I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason.

Portfolio System:

Credits are awarded to students via a portfolio system. Instead of grade levels, we track progress of individual competencies across all experiences through multiple portfolios. A portfolio is a body of work that demonstrates a student's level of mastery of a set of competencies. **Competencies and skills remain the same throughout the different portfolios, but the performance level expectations increase as students move through the NLIS curriculum.** At New Liberty we have three portfolios that students must complete to graduate. **Discovery**

DISCOVERY  ACTION  CHALLENGE  IMPACT 

Anatomy of Portfolio



“Proficiency” is defined as demonstrating competence of a skill multiple times in multiple ways.

Meeting the requirements of a portfolio

Progress is measured on how much of a portfolio a student has completed. A student must complete all evidence requirements in a portfolio with high enough ratings to reach the minimum performance level required to complete their portfolio. When this happens we call it “flipping” their portfolio. At New Liberty, portfolios can “flip” at any time during the school year. Therefore at a given moment, a NLIS student might

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be working in the **Action** portfolio in one area of study, but have already flipped to the **Challenge** portfolio in another area.

Beacon: Student-Centered Platform & Dashboard

Beacon is our unique platform designed to help easily report and track progress aligned to the competencies. In partnership with Building 21 this student-centered platform and dashboard helps us track students' progress and growth across all experiences both within and outside of the school .

Personalized Learning Plans (PLP)

Students at New Liberty all have **Personalized Learning Plans (PLP)** which are customized to meet the needs of the individual students. Certain components of the PLPs are personalized by the student and their advisor. Student PLPs are the tool in which students track their progress through the portfolios and set goals for their learning and post secondary plans.

Components of PLP:

- **My Profile:** snapshot of student's learning journey, support network and learning preferences
- **My Progress:** real time view of student progress through portfolios, performance levels and pacing toward graduation. This replaces the traditional report card with one that is competency based.
(This is tracked via Beacon and updated daily.)
- **My Goals:** student sets and tracks goals in academics, personal life and career; students then reflect on these goals periodically
- **My Personal Development:** self reflection component where students rate themselves on *effective effort (growth mindset), self management and social skills*
- **My Plan:** tracking of post secondary plans, planning for students future!
- **My Portrait of Graduate:** Learning happens anywhere and anytime. Here, students track their experiences inside and outside of school in connection to our Portrait of Graduate skills and reflect on them; these may include, but are not limited to field trips, college tours, and program presentations, including post graduation options.

NLIS GRADING

CHART 1: ALL COMPETENCY PORTFOLIOS: GRADE CONVERSIONS

To meet the graduation requirement for each portfolio, you must complete 100% of your portfolio at or above the required performance level or growth level.

PORTFOLIO STATUS	CREDIT STATUS	GRADE CONVERSION	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	CHALLENGE PORTFOLIO	IMPACT PORTFOLIO
			Performance Level	Performance Level	Performance Level	Performance Level
Portfolio Complete	Credit Earned	A	7.5 or higher	8.5 or higher	9.5 or higher	10.5 or higher
Portfolio Complete	Credit Earned	B	7.0-7.4 Made 2 or more levels of Growth	8.0-8.4 Made 2 or more levels of Growth	9.0-9.4 Made 2 or more levels of Growth	10.0-10.4 Made 2 or more levels of Growth
Portfolio Complete	Credit Earned	C	6.0-6.9 Made 1.3 levels of Growth	7.0-7.9 Made 1.3 levels of Growth	8.0-8.9 Made 1.3 levels of Growth	9.0-9.9 Made 1.3 levels of Growth
Portfolio Complete	Did Not Meet Requirements	DNM (Did Not Meet)	Below 6.0 and Did Not Meet Growth Target	Below 7.0 and Did Not Meet Growth Target	Below 8.0 and Did Not Meet Growth Target	Below 9.0 and Did Not Meet Growth Target
Portfolio Not Complete	Did Not Complete Requirements	NC (Not Complete)	If you have any M ratings in your portfolio at the end of the year or if your Performance Level or Growth is too low, you will remain in this portfolio until you complete all of the requirements. You must complete your portfolios to graduate.			

NLIS GRADING

CHART 2: HONORS CONVERSIONS

You can earn Honors credit in any of your competency portfolios by completing 100% of your portfolio at or above the Honors levels in the chart below.

PORTFOLIO STATUS	CREDIT STATUS	HONORS CONVERSION	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	CHALLENGE PORTFOLIO	IMPACT PORTFOLIO
			Performance Level	Performance Level	Performance Level	Performance Level
Portfolio Complete	Honors Credit Earned	Honors A	8.5 or higher	9.5 or higher	10.5 or higher	11.5 or higher
Portfolio Complete	Honors Credit Earned	Honors B	8.1-8.4	9.1-9.4	9.6-9.9	10.6-11.0

NLIS GRADUATION REQUIREMENTS

To be eligible to graduate, all students must complete the following portfolio requirements which are equal to the required graduation credits.

To earn credit, you must complete 100% of each competency portfolio at or above the required performance level or growth level. (See charts above)

Competency Area	Required Portfolios	Credits Earned	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	CHALLENGE PORTFOLIO	IMPACT PORTFOLIO
Humanities (HUM)	4	4	Required for Graduation Humanities 1	Required for Graduation Humanities 2	Required for Graduation Humanities 3	Required for Graduation Humanities 4
Math (MATH) Competencies and Concepts	3	3	Required for Graduation Integrated Math 1	Required for Graduation Integrated Math 2	Required for Graduation Entrepreneurship	Required for Graduation Personal Finance
Personal Finance Concepts (PF)	1	1				Required for Graduation Personal Finance
Science (SCI)	3	3	Required for Graduation Principles of Biomedical Science (PLTW)	Required for Graduation Human Body Systems (PLTW)	Required for Graduation Medical Intervention (PLTW) or STEM	
Habits of Success (HOS)	4	4	Required for Graduation Habits of Success 1	Required for Graduation Habits of Success 2	Required for Graduation Habits of Success 3	Required for Graduation Habits of Success 4
Health and Wellness Concepts (PE and HW)	1	2				Required for Graduation Health/PE
Portrait of a Graduate (POG)	4	4	Required for Graduation	Required for Graduation	Required for Graduation	Required for Graduation
Capstone (CAP)	1	1				Required for Graduation Capstone
Wayfinding (WF)	4	4	Required for Graduation Career Exploration / MEFA	Required for Graduation Career Exploration / MEFA / Professional Toolkit	Required for Graduation Career Exploration / Internships / Professional Toolkit	Required for Graduation Career Exploration / Internships / Professional Toolkit
Total Credits		26				

Graduation Requirements continued

To graduate from New Liberty Innovation School with a high school diploma, students must also:

- Earn a Competency Determination (CD) in English, Mathematics, and Science outlined by Salem Public Schools*
- Satisfactorily complete the local graduation requirements delineated in the Program of Study for New Liberty Innovation School which is reviewed and approved annually by the SPS School Committee.

*Competency Determination

Students must demonstrate mastery of the following standards to receive a fully certified diploma from **Salem Public Schools**:

- **9th-grade Massachusetts Curriculum Framework Standards** for Biology.
- **9th and 10th-grade Massachusetts Curriculum Framework Standards** for English Language Arts and Mathematics.

Content Areas	New Liberty Innovation School
English Language Arts	Humanities 1 & Humanities 2
Mathematics	Integrated Math 1 & Integrated Math 2
Science	Principles of Biomedical Science or Biology

For the Class of 2026 and beyond, a successful CD can be met **only** by a passing grade on the coursework listed above.

Students who do not meet the required passing grades (as delineated in the Program of Study) in the above prescribed courses may enroll in summer school, credit recovery courses, or be scheduled to take additional coursework that meets the same MA Curriculum Framework Standards in order to graduate.

New Liberty Course Descriptions

Content Area	Graduation Requirements
Humanities	NLIS students must demonstrate increasing levels of proficiency in areas such as reading critically, writing, historical analysis, discussion, and presentation. These skills are included in each humanities portfolio, and are also frequently integrated into other areas of study. Students in the Discovery and Action portfolios are enrolled in Humanities 1 and Humanities 2 respectively. In both courses, students use literature as a springboard for analyses of social issues and historical events that have shaped society. Students respond and reflect through creative

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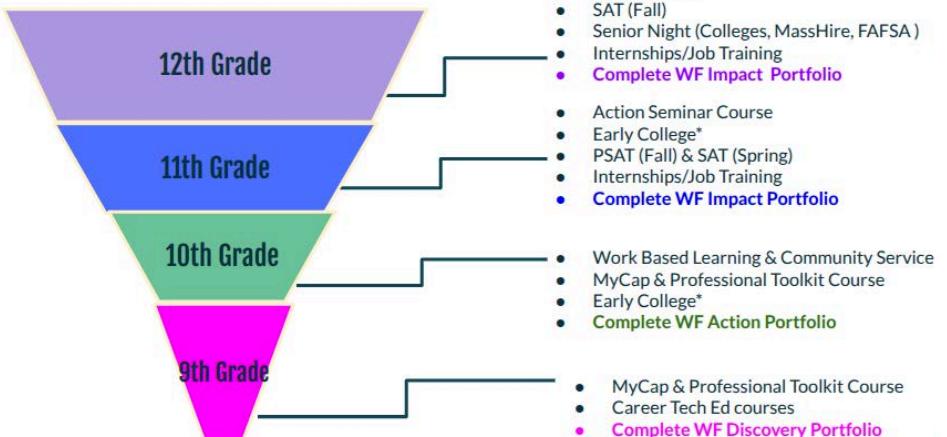
	<p>projects, extend their knowledge with research, and practice writing and presenting evidence-based arguments.</p> <p>Students in the Challenge and Impact portfolios are enrolled in Humanities 3 and Humanities 4 respectively. In Humanities 3, students expand their understanding of global historical events and patterns through units looking deeply at the history and literature of the Caribbean and Africa. In Humanities 4, our focus returns to the U.S. with a focus on civic issues that affect our community, such as housing policy and policing practices.</p>
Math	<p>Students in the Discovery and Action portfolios use the Illustrative Mathematics (IM) curriculum. It is a problem-based curriculum that fosters the development of mathematics learning communities in classrooms, and gives students access to mathematics through a coherent progression.</p> <p>IM Integrated Mathematics I (Discovery Portfolio) is the first course in the high school Illustrative Mathematics sequence. This course develops students' understanding of algebraic, geometric, and statistical concepts through problem-based learning and real-world applications. Students explore linear relationships, exponential functions, systems of equations, transformations, congruence, and descriptive statistics. Emphasis is placed on reasoning, collaboration, and conceptual understanding to build a strong foundation for higher-level mathematics.</p> <p>IM Integrated Mathematics II (Action Portfolio) builds on the concepts from Integrated I, extending students' understanding of functions, geometry, and statistics. Key topics include quadratic functions, complex numbers, similarity, trigonometry, and probability. Students apply mathematical reasoning to model and solve authentic problems, engage in collaborative investigations, and deepen their conceptual understanding through the Illustrative Mathematics problem-based learning approach.</p> <p>Students in the Challenge portfolio will engage in An Entrepreneurship course in which they have an empowering experience of running a real business. Students demonstrate increased skills in our portrait of graduate and business skills; Communication, Collaboration, Creative Problem Solving, Critical Thinking, Self Awareness, Cultural Competence. They also gain experience in implementing the human centered design process to design innovative solutions and products to solve a problem for the client or the community. Most importantly, students develop a vital sense of self-agency over their education and careers.</p>

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Personal Finance	Students in Personal Finance investigate personal incomes and budgets, home and consumer financing, insurance, personal investing and retirement planning. Topics covered will include the power of compound interest, investments, loans and credit, credit management, consumer protection laws, taxes, life and health insurance. Students use this information to make financial decisions applicable to their own life.
Science	<p>NLIS has a biomedical pathway through Project Lead the Way, PLTW.</p> <p>Students in the Discovery portfolio are enrolled in PLTW Principles of Biomedical Studies. This course (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems.</p> <p>Students in the Action Portfolio are enrolled in PLTW Human Body Systems. This course (HBS) is a full-year high school course designed to follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real-world situations, cases, and problems.</p> <p>Students in the Challenge Portfolio are enrolled in PLTW Medical Interventions. In this course (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p> <p>Other science learning opportunities for our student include; Robotics, Physics, Medical Assisting, PLTW Biomedical Innovations, STEM</p>
Habits of Success	All students at NLIS participate in an Advisory designed to support personal development through the <i>Habits of Success</i> competencies. Advisory provides a consistent space for students to build meaningful

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	<p>relationships with adults and peers, set and monitor goals, track academic progress, and develop their Personalized Learning Plans.</p>
Health and Wellness	<p>All students are required to complete physical education. In addition we require students to demonstrate proficiency in social-emotional skills that support communication, conflict resolution, healthy relationships, mental health and decision-making.</p>
Portrait of a Graduate	<p>Students must demonstrate proficiency and growth in 21st century skills: Communication, Collaboration, Creative Problem Solving, Critical Thinking, Cultural Competence and Self Awareness. These skills are assessed throughout their learning experiences at NLIS but explicitly through real world learning opportunities such as; internships, field trips, college tours and workbased learning.</p>
Capstone	<p>Capstone is a required, culminating course in which students synthesize their learning, reflect on their personal growth and academic journey, and create a positive impact through a student voice learning project.</p> <p>Throughout the course, students engage in a series of workshops and assignments exploring personal identity, the power of storytelling, the cycle of socialization, and civic action—all examined through the lens of diversity, equity, and inclusion.</p> <p>By the end of the course, students will develop a comprehensive portfolio that highlights their growth, post-graduation plans, and their mastery of the New Liberty Portrait of a Graduate skills through personal reflection and authentic application.</p>
Wayfinding - College & Career Readiness	<p>NLIS - MyCAP Scope & Sequence</p>  <ul style="list-style-type: none"> 12th Grade: <ul style="list-style-type: none"> Individual Meetings - Post Grad Planning Early College* SAT (Fall) Senior Night (Colleges, MassHire, FAFSA) Internships/Job Training Complete WF Impact Portfolio 11th Grade: <ul style="list-style-type: none"> Action Seminar Course Early College* PSAT (Fall) & SAT (Spring) Internships/Job Training Complete WF Impact Portfolio 10th Grade: <ul style="list-style-type: none"> Work Based Learning & Community Service MyCap & Professional Toolkit Course Early College* Complete WF Action Portfolio 9th Grade: <ul style="list-style-type: none"> MyCap & Professional Toolkit Course Career Tech Ed courses Complete WF Discovery Portfolio

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	In alignment with DESE MyCap scope and sequence, New Liberty Innovation School's college and career pathway curriculum follows the three MyCap domains, (1) personal/social development, (2) career development, and (3) academic, college, and career planning. These domains are implemented through a range of instructional methods which includes, explicit classroom lessons, sheltered employment and community service experiences, early college courses, career speakers, career fairs, and field trips to job-training programs in high-demand industries. In addition, we foster strong partnerships with MassHire North Shore, North Shore Community College, and multiple community agencies throughout the North Shore to broaden students' exposure to high-demand career pathways.
Advanced Coursework, online courses	Students at NLIS have many ways to extend their learning. They are strongly encouraged to take advantage of advanced coursework such as "Project Lead the Way" (PLTW) in science or online electives in a variety of subjects.
Early College Pathway	Through a partnership with North Shore Community College, New Liberty offers students an Early College Pathway in Liberal Arts and Business. Through the Early College program, students earn college credits while also fulfilling math and humanities requirements at NLIS. Students begin in Year 1 with two courses at NLIS; First Year Experience (FFL100) and Speech (SPE102). After completing Year 1, they progress to Year 2, which includes a variety of courses in their selected pathway offered at Salem High School, followed by Year 3 courses taken at North Shore Community College.
Design Labs	Design Labs are opportunities for students to "extend" their learning based on student interest; <i>art, music, Introduction to Real Estate, Robotics, strategic problem solving, lab science, cooking, DIY building, etc.</i> Design Labs are akin to electives in a more traditional model. Design Labs offer students a variety of opportunities to extend their learning while also earning credit in multiple portfolios, including the <i>Portrait of a Graduate</i> .

Students will work on tasks related to their pathway to graduation outlined in their Personalized Learning Plan (PLP) while also building post graduation plans.

Our goal at NLIS is for students to be engaged in their education!

Transfer Students Competency Determination Criteria

High school students transferring to New Liberty Innovation School from another district will undergo a transcript review to ensure alignment with our graduation and competency determination requirements. If a student has met their previous district's local CD criteria, New Liberty Innovation School will honor that determination, provided it aligns with Massachusetts Curriculum Framework standards.

Transfer Credits from Previous Schools:

New Liberty can transfer credits from any previous high school courses in which credit was earned. We never take credit away from a student. Students who have successfully completed ALL MCAS testing will receive credit for the **Discovery and Action Portfolios** and be enrolled in the **Challenge Portfolio**. Students can be enrolled in different portfolios based on their credit earned at the previous school. For example; if a student earns credit for Algebra 1 they would be enrolled in the **Action Portfolio** for math. If that same student did not earn credit for English Language Arts they would be enrolled in the **Discovery Portfolio** for humanities, thus creating the student's personalized learning plan. Students transferring to NLIS meet with the Academic Instructional Coach or Principal to see how their previous credits align to our competency based portfolio model, and review their Personalized Learning Plan at NLIS.

New students and transfer students who come to NLIS will participate in an orientation process through Habits of Success and complete the NLIS Experience to learn about our school.

Transcript Review for Former Students

Salem Public Schools provides a formal transcript review process for any former student who believes they have earned a Competency Determination (CD) under the new criteria. This review ensures that individuals who have satisfactorily completed the relevant coursework are recognized as meeting the updated CD requirements, and therefore have earned a high school diploma.

To request a formal transcript review process, former students should contact New Liberty Innovation School.

Assessments: Ways to Measure and Demonstrate Learning

Educators at NLIS create authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection. We provide a variety of opportunities for students to demonstrate their mastery of content, skills and competencies outlined in the New Liberty Curriculum Frameworks. Students demonstrate their learning throughout the year on the following assessments:

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Assessment: <i>Ways to measure and demonstrate learning</i>	Description
Performance Assessments	<p>These are the main assessments used at NLIS. They allow students to demonstrate their learning through engaging, relevant, and rigorous projects, assignments, and performances that connect directly to the competencies, skills, and content they have focused on. Performance assessments often integrate real-world learning experiences, giving students opportunities to apply their knowledge in authentic contexts, solve meaningful problems, and reflect on their impact beyond the classroom. Students are offered multiple modalities to show what they know and can continually improve their work through structured revision cycles.</p>
Biology, ELA & Math MCAS	<p>Students will take the MCAS statewide test. Students can earn competency credit by demonstrating proficiency on the following: Biology, English Language Arts and Math MCAS.</p> <p>Biology MCAS = Biology credit English Language Arts MCAS = Humanities I & II credit Math MCAS = Integrated Math I & II credit</p>
District Common Assessments (DCA) & Pear Assessment	<p>Assessments curated by standards aligned to district priority standards. Educators have access to this platform and use it for assessments throughout the year.</p>
Career and College	<p>All students must engage in college and career readiness and will be measured through quantitative and qualitative data collected through the PLP, BEACON, MEFA Pathway and the following student artifacts:</p> <ul style="list-style-type: none"> • Digital Portfolio containing artifacts from MyCap courses at each grade level • Internship/job training program project • Development of a Post Graduation Plan • Complete professional toolkit which includes; resume, coverletter, references and professional website.
ACCESS	<p>Students in the Multilingual Language program will take the ACCESS exam yearly during January or February.</p>

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Resources

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