



Newburyport Public Schools Strategic Plan Report

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Newburyport Public Schools 2022-27 Strategic Plan

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TABLE OF CONTENTS

Background	4
Our Mission	4
Our Vision—A Portrait of a Graduate	6
Strategic Objectives	7
District Strategic Initiatives 2022-2027	8
Strategic Investments	10
Tactical Action Plans	12
Appendices	13
Appendix 1: PORTRAIT OF A GRADUATE REPORT	14
Appendix 2: STRATEGIC OBJECTIVES FOCUS GROUP REPORT	16
Background	16
Fall 2021 Strengths-Challenges-Opportunities-Growth (SCOG) Analysis	17
REIMAGINE Poster Gallery	17
SCOG Analysis Comment Summary	18
Reimagine Strategies, Common Themes	18
Specific Program Comments	20
Summary Tables	21
Recommendations	29
Appendix 3: TACTICAL PLANNING through School Improvement Plans	30
Francis T. Bresnahan School: School Improvement Plan	31
School Council Members	31
School Improvement Goals	31
Strategic Initiatives: Francis T. Bresnahan School	32
Edward G. Molin School: School Improvement Plan	34
School Council Members	34

School Improvement Goals	34
Strategic Initiatives: Edward G. Molin School	35
Rupert A. Nock Middle School: School Improvement Plan	37
School Council Members	37
School Improvement Goals	37
Strategic Initiatives: Rupert A. Nock Middle School	38
Newburyport High School: School Improvement Plan	41
School Council Members	41
School Improvement Goals	41
Strategic Initiatives: Newburyport High School	42

Newburyport Public Schools—*the port where tradition and innovation converge*

Background

Newburyport is a small city with a population of about 18,000 people. The Newburyport Public Schools serve about 2300 students in grades PK-12.

Our 420 faculty and staff support students across four schools:

- Francis T. Bresnahan Elementary School (PK-3)
- Edward G. Molin Upper Elementary School (4-5)
- Rupert A. Nock Middle School (6-8)
- Newburyport High School (9-12)

Newburyport Clippers are active and engaged scholars. Within the classroom, standards-based curricula and hands-on lessons provide students with the skills, mindsets and knowledge needed to be successful in today's world. From academic achievements, to performing arts, to community service, to athletics, NPS students are making a difference every day.

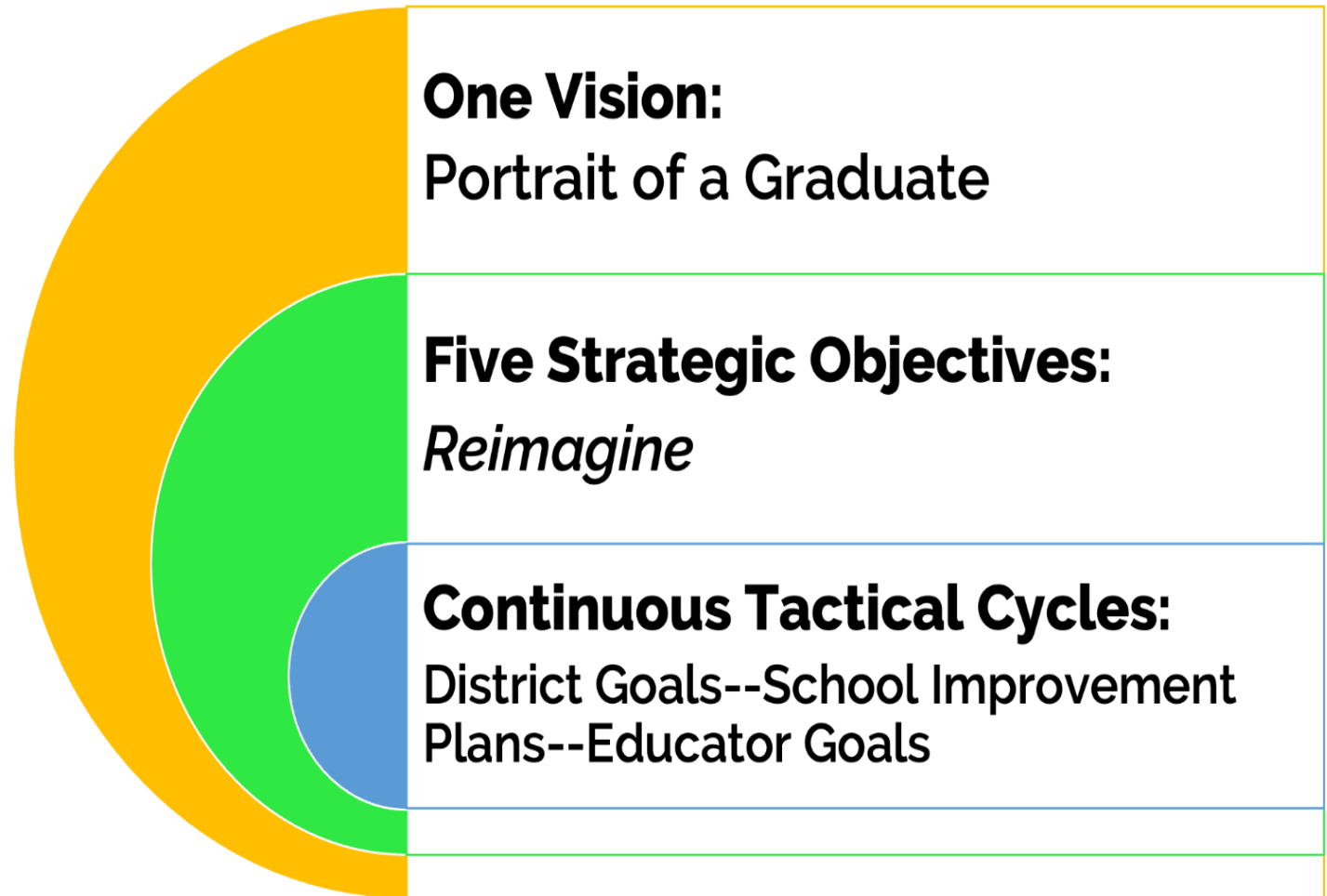
Our Mission

Newburyport Public Schools, the port where tradition and innovation converge, strives to ensure that each student achieves intellectual and personal excellence and is equipped for life experiences.

We seek to create a system distinguished by students, staff, and community who:

- practice kindness and perseverance;
- celebrate each unique individual;
- value creative, experiential, rigorous educational opportunities, scholarly pursuits and lifelong learning;
- provide a nurturing environment for emotional, social, and physical growth; and understand and embrace their role as global citizens.

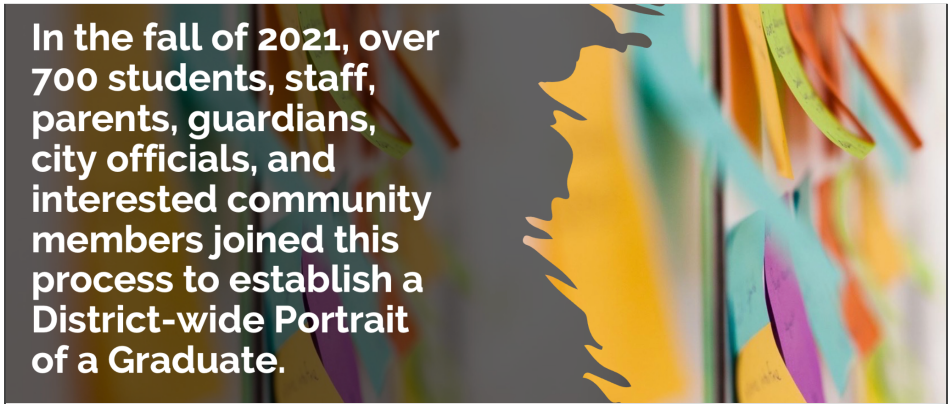
NPS Planning for the Future



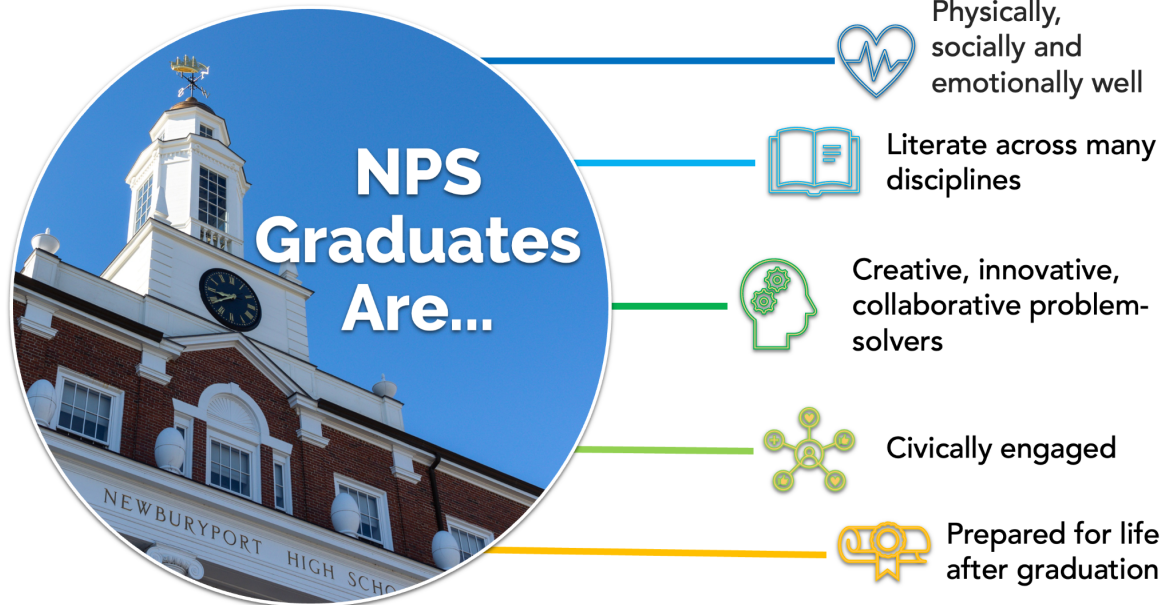
Our Vision—A Portrait of a Graduate

NPS decisions begin with the end in mind—a vision of the skills, knowledge and mindsets every student will have upon graduation.

The Portrait of a Graduate outlines five goals for every graduate. Guided by a clear vision, NPS will provide every child with experiences and opportunities so they can grow, learn and leave NPS ready for their future.



NPS graduates are prepared with deep content knowledge, healthy habits, and diverse skills.



Strategic Objectives

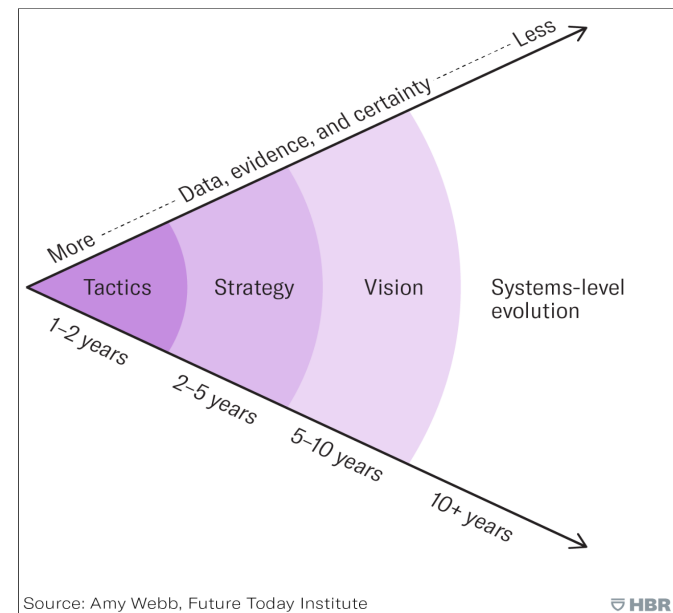
Strategic Planning is an ongoing process that allows us to create a vision for the future while taking action in the present.

Because we recognize that in a quickly-changing world schools must be responsive and agile, our Strategic Plan is based on [Amy Webb's](#) cone framework (see graphic). Similar to traditional planning, this framework encourages organizations to establish a long term vision, strategic objectives, and ongoing action plans.

However, “unlike a traditional timeline with rigid dates and check-ins, the cone always moves forward. As you gain data and evidence and as you make progress on your actions, the beginning of the cone and your tactical category is always reset in the present day. The result, ideally, is a flexible organization that is positioned to continually iterate and respond to external developments.”

We have identified five strategic objectives that guide us toward achieving the Portrait of a Graduate Vision.

Our strategic theme is to *reimagine*, an idea that reminds us that continuous learning and a cycle of improvement are the hallmarks of effective educational decision-making. For each Strategic Objective, we have identified key district initiatives and provided clear outcomes.



Strategic Objectives: *REIMAGINE...*

Teaching and Learning	Supports so All Students are Ready and Able to Learn	A Culture of Self Discovery and Personal Achievement	Organization Design and Operations	An Active Community of Stakeholders
District Strategic Initiatives 2022-2027				
(1) Implement a comprehensive PK-5 Literacy Plan.	(4) Build a comprehensive, evidence-based language-based program (grades 3-12).	(7) Expand college and career readiness programs at the middle and high school.	(10) Establish a continuous system for monitoring, reporting and revising the strategic plan.	(13) Implement an effective and accessible district communication plan.
(2) Develop and execute a comprehensive district technology plan.	(5) Expand the use of Trauma Sensitive Teaching Practices throughout the district.	(8) Design and implement innovative summer and out-of-school time programs for all learners.	(11) Implement tuition-free full day kindergarten for all.	(14) Collaborate with community organizations to ensure every student and family feels welcome and included.
(3) Update and publish district curriculum maps.	(6) Implement a comprehensive PK-12 behavioral health support plan.	(9) Promote program development to elevate student voice.	(12) Establish district level structures to support operational growth and changing district needs.	(15) Create community-wide connections to expand music programs within and outside the school day.

Strategic Outcomes

		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
1	Grade 3 and 5 reading proficiency goal (state assessment, district assessment)	X	X	X		
2	District Technology Plan is articulated; school-based plans are clearly outlined	X				
3	PK-12 curricula are clearly articulated and available on the website	X	X			
4	Comprehensive language-based program is fully established in grades 3-8	X	X	X	X	X
5	Trauma sensitive school and cultural competency workshops available for all	X	X	X		
6	PK-12 Behavioral Health plan is established and implemented	X	X	X		
7	All NHS students have post-graduate plans; many are participating in internships	X	X	X	X	X
8	Vacation/summer enrichment and intervention programs are available for all	X	X	X	X	X
9	Students participate in and influence decision-making at every level	X	X	X	X	X
10	Annual report on strategic and tactical initiatives published and presented	X	X	X	X	X
11	Kindergarten is full-day and tuition-free	X				
12	District operational structure promotes a strong, future-focused vision	X	X	X	X	X
13	New website, district app and messaging system are implemented	X	X			
14	District partnerships support all families in accessing academic and extra-curricular programming	X	X	X	X	X
15	Local musicians work in partnership with NPS to support a thriving program	X	X	X	X	X

Strategic Investments

Strategic Outcomes		Investment Areas
1	Grade 3 and 5 reading proficiency goal (state assessment, district assessment)	Professional Development Curriculum Resources Staffing (reading, intervention)
2	District Technology Plan, including a 5 year replacement cycle and school level instructional, hardware and software plans are complete	Infrastructure Hardware and software Professional Development Staffing (NHS Tech Integrator)
3	PK-12 curricula are clearly articulated and available on the website	Professional Development Website development and management
4	Comprehensive language-based program is fully established in grades 3-8	Professional Development Staffing (teachers, instructional assistants)
5	Trauma sensitive school workshops are available for all staff	Professional Development
6	PK-12 Behavioral Health plan is established and implemented	Staffing (Behavioral Health Coordinator, counselors) Program Development
7	NHS students have post-graduate plans and are able to participate in meaningful internships	Staffing (Internship/College and Career Readiness counselor) Curriculum Resources (MyCap)
8	School vacation and summer enrichment and intervention programs are available for all students	Program Development Staffing (teachers)
9	Students have increasing opportunities to participate in and influence decision-making at every level	Program Development (consultants, partnerships, memberships) Stipends (staff leaders)
10	District provides annual report on strategic plan	Communications staffing

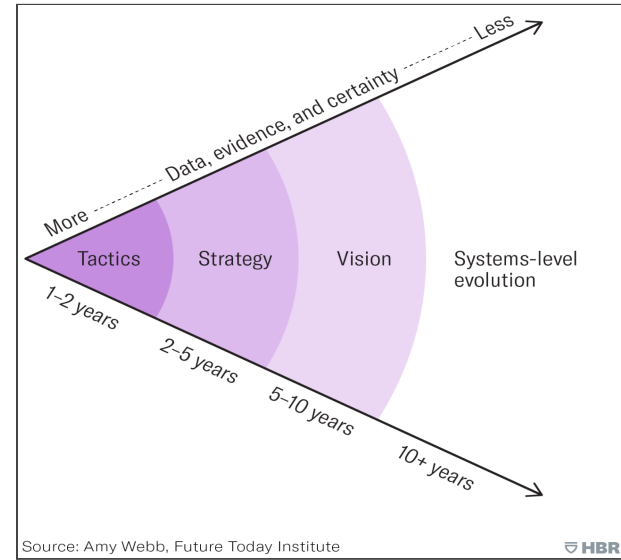
11	Kindergarten is full-day and tuition-free	Staffing and operational (off-set tuition fees)
12	District operational structure promotes a strong, future-focused vision	Operational Technology Staffing (Human Resource Director)
13	New website, district app and messaging system are implemented	Communications software Staffing (Director of Communications, Communications Associate)
14	District partnerships support all families in accessing academic and extra-curricular programming	Within current budget
15	Local musicians work in partnership with NPS to support a thriving program	Reimagining fee structure Professional Development

Tactical Action Plans

The cone-based framework for strategic planning takes into account the fact that the environment we are planning in is often uncertain and unpredictable. Although we set a vision (Portrait of a Graduate) to establish strategic objectives that will be relevant no matter the specific situation any year presents, our one and two-year goals and actions need to remain flexible.

School districts already have structures in place to guide two-year goal setting plans at all levels. Each of these plans (see below) identify the specific and measurable actions the district, school, or educator will be taking to achieve (1) the Portrait of a Graduate vision and (2) the strategic objectives.

Through a comprehensive reporting process, the district can measure strengths, opportunities and areas for growth. This continuous cycle is what Amy Webb calls tactical planning. Every two years, the planning resets, allowing the organization to stay responsive and agile when change occurs.



Level	Plan	Development	Reporting
District	District Strategic/Improvement Plan	Superintendent and School Committee	Annual updates on goals and outcomes are reported to the School Committee
School	School Improvement Plan	Principals and School Councils	Annual updates on goals and outcomes are reported to the Superintendent
Educators	Educator Goals	Educators	Annual cycle of review is overseen by the school administrative team

Appendices

- 1) Portrait of a Graduate, Process and Summary Report
- 2) NPS Strategic Planning Forum SCOG Summary Report
- 3) Tactical Planning: School Improvement Plans
 - a) Francis T. Bresnahan School
 - b) Edward G. Molin School
 - c) Rupert A. Nock Middle School
 - d) Newburyport High School

Appendix 1: PORTRAIT OF A GRADUATE REPORT

In the fall of 2021, over 700 students, staff, parents, guardians, city officials, and interested community members joined a process to establish a district-wide vision for our Portrait of a Graduate.

Participants explored economic, technological, demographic, and environmental trends to ensure that our planning was future-focused. Through this trend analysis, focus groups were asked to identify the skills, mindsets, and knowledge they felt a Newburyport Public School graduate would need to be successful in their future. Participants were asked to consider a student's ability to contribute to American democracy and establish a post-graduate life that was fulfilling.

The community shared hundreds of comments and ideas. The comments and ideas for each area (skills, knowledge, mindsets) were categorized and ranked using a qualitative analysis process. Below is a small sampling of some of the comments:

Global Learners

- “graduates should be able to speak at least two languages”
- “know other cultures, backgrounds, traditions, views”

Civic Engagement

- “understanding data and the political barriers to addressing problems”
- “having the power to create change or be an agent of change”
- “having the knowledge so that they can participate in decision making in a democracy”

Workforce Ready

- “more options for alternative educational experiences”
- “more certificate style programs offered to students as an alternative to 4-year college”
- “understanding social media and the workplace”

Science, Technology, Engineering, Math

- “knowledge of scientific breakthroughs e.g., genetics”
- “using coding and technology for career and activism”

Diversity, Equity and Inclusion

- “...there are others that think, believe, look and act differently. These differences should be embraced”
- “we need the ability to question assumptions”
- “we need to create a value of diversity that isn't divisive”

Health and Wellness

- “destigmatize addiction and mental illness”
- “techniques to deal with stress and anxiety”
- “know how to say no”

Lifelong Learners

- “teachers are not the ultimate source of knowledge”
- “choose your teacher wisely”

Overwhelmingly, participants recommended programming that allows graduates to...

Develop physical, social, and emotional wellness skills



- Able to self advocate
- Embraces a growth mindset and positive attitude
- Empathetic and accepting
- Resilient and persevering
- Passionate and happy
- Adaptable and flexible
- Socially, physically and emotionally healthy

Practice creation, innovation, collaboration, and problem solving



- Creator and innovator
- Problem solver
- Collaborator
- Critical thinker
- Effective researcher

Become literate across all disciplines



- Passionate reader, writer, speaker and listener
- Strong multi-media communicator
- Engaged student of...literature, mathematics, science, social sciences, languages, and the arts
- Curious and critical scholar

Prepare for life after graduation



- Lifelong learner
- Motivated to set goals
- Able to independently navigate the world to meet their goals
- Strong work ethic and healthy work-life balance

Engage civically



- Community oriented
- Strong understanding of civics and how American government works
- Aware of and connected to our global world
- Environmentally engaged

Appendix 2: STRATEGIC OBJECTIVES FOCUS GROUP REPORT

Strengths, Challenges, Opportunities and Growth Analysis

Background

Throughout the 2015-16 school year, a planning team of educators, parents and students met to develop a five-year strategic plan. In a series of workshops, the Strategic Planning Team examined the resources, ambitions, and operations of the District; and through a facilitated process, this representative group established the framework for the NPS Strategic Plan.

As a result of this work, a new mission statement was written. The mission statement grew from a process where the Strategic Planning Team identified NPS foundational beliefs. These **core beliefs** guide our work as a district:

- Each person is worthy of respect
- A strong community celebrates individual uniqueness
- Each individual has inherent worth
- Opportunity stems from adversity; growth from mistakes
- Through reflection we gain understanding
- Compassion and empathy build community
- Everything can be done with kindness
- Individuals are responsible for their own actions
- Attitude has power
- We have an obligation to serve one another
- Trusting relationships require clear and open communication
- A community is responsible for its individuals

From this foundational work of beliefs and mission, **seven strategies** were identified. The strategies call for us to **REIMAGINE**:

1. Teaching and learning
2. Opportunities for self-discovery and personal achievement
3. Internal and external resources
4. Organizational design and operations
5. A community of stakeholders
6. A culture that cultivates the best of everyone
7. Support so all students are ready and able to learn

Fall 2021 Strengths-Challenges-Opportunities-Growth (SCOG) Analysis

Over a four month period beginning in September 2021, the NPS Leadership Team conducted a series of focus groups. Stakeholders across the community were invited to review accomplishments from the 2017-2021 plan and share their priorities for the schools.

Over 700 people including students, NPS faculty and staff, parents/guardians, School Committee, City Council, and other stakeholder group representatives (e.g., Human Rights Commission, Newburyport Education Foundation) attended the two-hour sessions. During the workshops, participants were invited to view accomplishments from the previous strategic plan. A poster gallery walk featured some of the key highlights and accomplishments of the district.

Participants were guided through a four-step analysis:

Phase One, Strengths: In phase one of the process, participants were asked to comment on accomplishments with the following prompts: “(1) something that EXCITES you, (2) something that SURPRISES you, (3) something that you are CURIOUS about.”

Phase Two, Challenges: In phase two of the process, participants were asked to comment on challenges within each strategy. For this round, people were asked to note: “(1) what is missing for me and (2) what I had hoped to see.”

Phase Three, Opportunities: In phase three, participants were asked to share what opportunities they see for the future of NPS. Prompts included “What opportunities do you see within each strategy for NPS?”

Phase Four, Growth: In phase four, participants were asked to think specifically about their role in the district. “Based on your role in NPS, how will you contribute to each strategy?” “How can you use your influence to contribute to strategic growth of the district?”

Follow this link to view the [REIMAGINE Poster Gallery](#)

SCOG Analysis Comment Summary

The NPS leadership team was excited to have conversations with many staff, family, and community stakeholders. The process allowed us to explore each strategy, share key accomplishments, and identify challenges and opportunities.

Reimagine Strategies, Common Themes

- **Teaching and Learning:** Students, staff and families continue to see reimagining teaching and learning as a priority for the district. The district's commitment to an on-going curriculum development process and teacher leadership were seen as strengths. Although the pandemic disrupted momentum on skills-based learning, many people recognized that remote and hybrid learning provided an opportunity to build educators' and students' skills in using technology for teaching and learning. Participants in every focus group expressed support for a specific plan for elementary literacy instruction and a district-wide focus on literacy across all the disciplines. Finally, there is continued support for educators to create experiential, active lessons for all students.
- **Self-discovery and Personal Achievement:** Participant comments support the importance of creating a school community that allows students to explore their interests and provides opportunities for personalization of learning. The high school and middle school advisory programs were recognized as significant new additions with the potential to support the overall strategy. Although progress was made in this strategy, participants saw opportunities for offering more diverse courses, accelerated programs, and personalized learning using technology.
- **Supports so all Students are Ready and Able to Learn:** The community continues to see the importance of investing in programs and staffing to meet the changing needs of students and create in-district specialized programs. The Trauma Sensitive schools work was seen as valuable and worth expanding. Similar to the Self-discovery and Personal Achievement strategy, participants were interested in focusing on advanced learners. Finally, the success of PBIS and alternative discipline programs were noted, but sustainability needs to be addressed.
- **Organizational Design and Operations:** The district should continue to evaluate how the organizational structure supports innovative teaching and learning and reimagine jobs for future-focused growth. Conversations with the community about the budget process and the overall structure will help in building a better understanding of the goals and regulatory demands that guide decision-making.

- **Internal and External Resources:** Participants were excited about the support the district has from foundations like Swasey and NEF. Opportunities for continued development of partnerships to build the district capacity to support all students and continue to innovate were identified. Many participants expressed an interest in building a required senior internship program at NHS.
- **A Culture that Cultivates the Best in all of Us:** Communication was a common theme for every group. Participants overwhelmingly supported a district strategy to provide clear, proactive and accessible information to all its stakeholders. Faculty and staff also noted the need for streamlined communication and support for human resources. A number of comments also noted the importance of creating a culture where difficult problems/issues are addressed respectfully.
- **A Community of Stakeholders:** Partnerships across the community were valued. Opportunities for more parent and community involvement in both decision-making and moving the district forward were shared. Participants agreed on the value of creating a school community where every student and family feel a sense of belonging, and there were a range of ideas about how to best accomplish this goal.

Specific Program Comments

- **World Language:** There was overwhelming support for the Vision for Biliteracy and the expansion of world language. Participants asked for clarity on the long-term vision for expansion to elementary, wondered about the selection of languages and expressed support for American Sign Language.
- **Dual Enrollment:** Participants were interested in learning about the NHS Dual Enrollment program. People appreciated increased options for courses, opportunities to experience college level studies and are curious about the financial investment needed to grow the program. Some participants were concerned about the potential added pressure on students to take early college courses.
- **Internships:** Many participants hoped to see expanded internship options for high school students. Recommendations included a senior second semester requirement, expanded community connections, and increased “real-world” opportunities for high school students.
- **District Reporting:** Participants were interested in seeing published program evaluation results (e.g., literacy programs, cultural competency, social-emotional learning, instructional technology). In addition, reports explaining district-wide student data were recommended.
- **Restorative Discipline:** Alternative discipline and restorative practices also received strong support. Recommendations included expanding programming, communicating the program to the community, and ensuring all staff have an opportunity to develop their skills.
- **Personalized Learning:** A number of participants commented on the need to continue to expand options for students to allow for both acceleration and remediation. Recommendations also included increasing offerings in the areas of STEM (coding in particular) and the arts and providing more experiential and project-based learning.

Summary Tables

What follows is a summary of the many comments students, staff, parents and community members contributed through the Poster Gallery Process (see [link to view the posters](#)). The information has been collated and summarized to reflect common themes and comments.

Reimagine Teaching and Learning

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Curriculum, Instruction and Assessment Teacher Leadership	<p>Teachers are engaged in professional development across the district.</p> <p>Skills-based PD provided an opportunity for many teachers to re-think their instructional approaches.</p>	<p>Maintaining a consistent commitment to professional development for curriculum and instruction.</p> <p>New course development. Some large class sizes at the high school.</p> <p>Growing numbers of students on IEPs.</p> <p>Ensuring teacher voice and input on decisions.</p> <p>Thinking “out of the box” for new teaching strategies.</p>	<p>Use teacher leaders’ expertise to lead professional development.</p> <p>Leverage skills-based approach for more student-directed learning.</p> <p>Use professional development process to support teachers in creating universal supports for all students.</p> <p>Established place-based and experiential programs provide an opportunity for expansion.</p>
Literacy Instruction	<p>Shared vision for elementary reading instruction.</p> <p>Clearly identified programs and resources.</p> <p>Extensive access to data (DIBELS, Star360, MCAS)</p>	<p>All elementary school teachers have adequate professional development and prep time to implement new literacy programs.</p> <p>Providing interventions for targeted students.</p>	<p>Consistent and focused early literacy curricula should allow upper grades to move forward more rapidly in all content areas.</p> <p>Use state and district data to track student literacy progress and provide annual district reports.</p>
Vision for Biliteracy	<p>Increased world language at the middle school.</p> <p>Promoting the Certificate of Biliteracy.</p>	<p>Providing students with choice for a second language.</p>	<p>Expansion of World Language into elementary school.</p>
Fine and Performing Arts and Music	<p>The community supports a strong and growing arts program.</p> <p>The existing programs have strong leadership and excellent achievements.</p>	<p>The music program was set back by the pandemic.</p> <p>Scheduling more arts into the school day is difficult sometimes pitting arts against athletics or other choices.</p>	<p>Increasing arts programs provides more opportunity for student voice.</p> <p>Creating partnerships with musicians within the community.</p>

Reimagine Self Discovery and Personal Achievement

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Student Voice	<p>Focused work on student voice (e.g., shadow days, dialogue, cultural competency) has increased staff understanding.</p> <p>Building new programs for student engagement.</p>	<p>Student voice in the elementary schools.</p> <p>Expanding programs so students have a range of options to participate.</p> <p>Time for community-building outside the classroom.</p>	<p>Student-led news and media programs.</p> <p>Providing specific opportunities to students with disabilities to share their experiences.</p>
Student Advisory Programs	<p>Offering advisory programs at the middle and high schools.</p>	<p>Building sustainable, meaningful advisory curricula.</p> <p>Scheduling advisory.</p> <p>Maintaining a consistent advisory leader.</p>	<p>Using advisory programs to promote student voice and improve social-emotional learning.</p> <p>Using advisory programs for student-led data conferences.</p>
Wellness Programs	<p>Wellness spaces at NHS and Nock/Molin.</p> <p>District-wide focus on a variety of stress reduction strategies.</p> <p>Connecting physical education and classroom strategies.</p>	<p>Professional development for educators in areas of mindfulness, wellness and yoga.</p> <p>Scheduling regular opportunities for students to participate in wellness programming.</p>	<p>Expanded use of wellness spaces at Nock-Molin and NHS.</p> <p>School culture programs, student social-emotional programs and wellness programs provide a variety of opportunities for students to learn wellness strategies.</p>
Instructional Technology	<p>Teachers are using technology to enhance instruction.</p> <p>Students have access to mobile devices.</p> <p>Because of the pandemic, teachers and students are more comfortable with basic technology tools.</p>	<p>Time for professional development.</p> <p>Bridging tradition (current curricula) with innovation (what content will be needed for the future). Truly reimagining.</p> <p>Keeping STEM programs current.</p> <p>Dedicated Tech Integrator at NHS.</p> <p>Idea that using new technology always equals progress.</p>	<p>Using technology to bring universal design for learning to life.</p> <p>Redesigning courses and changing instruction to leverage technology tools for personalized learning and creating.</p> <p>Creating new courses.</p> <p>Providing opportunities for accelerated learning.</p>

Reimagine Supports so all Students are Ready and Able to Learn

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Trauma Sensitive Schools	Molin school educators have an established trauma-sensitive practice.		There is capacity in the district to provide professional development to all staff.
Alternative Disciplinary Programs	Partnerships with alternative programs like PASS.	Ensuring the students, staff and community understand and support a restorative approach. Supporting students who have repeat disciplinary offenses.	Expanding use of restorative strategies by providing professional development to more staff.
School Culture Programs	Consistent understanding of a PBIS approach across grades PK-8. SWIS provides useful data for each school to analyze trends in student in-school behavior.	PBIS implementation requires a consistent on-going time commitment.	Connect the special education post grad program to the broader school community. Create programs for students who are looking for more advanced courses. Create a new course that focuses on emotional literacy, conflict resolution and ethics.
Social Emotional Learning and Behavioral Health	New Behavioral Health coordinator provides capacity for the district to move more quickly in establishing effective programs and professional development.	More substance use and addiction programs. Enough counselors and social workers. Balancing academic requirements with students' social-emotional needs. Supporting teachers in working with behaviorally disruptive students.	There is some experience with inclusion programming, expanding this in the district would positively affect all students. Curriculum development work can positively affect the experience students have in the classroom.

Reimagine Organizational Design and Operations

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Later Start Times	Students at NHS are benefitting from a later start time.	Some NHS teachers are still adjusting to the new start time.	Expanded capacity for remote teaching provides an opportunity to creatively look at flexible student and staff schedules.
In-District Student Support	Commitment by district to build programs to meet specific student needs (e.g., language-based, therapeutic, autistic-spectrum).	Program development takes time and requires a financial investment. Small and fluctuating populations of students. Balancing inclusion with program development.	Strategies used in programs for special populations are often effective for all students. Creating strong programs will allow all Newburyport students to be educated in the district.
Organizational Structure	Reorganization of the central office has provided positions to support district goals (behavioral health, instructional technology, communications).	Creating an operational structure that ensures both administrative and teaching needs are met. Ensuring teacher voice in decision-making.	Redefining job descriptions to create positions that meet the needs of a changing educational field. NPS is a well-staffed district; creative and flexible use of staff should allow the district to meet student needs.
Annual Budget Analysis	The district has promoted a collaborative budget process that includes a variety of stakeholders. Annual review of district goals and current organizational structure has allowed the district to find efficiencies and save money.	Using the professional expertise of educational leaders to build a budget while allowing for transparency and community input. Midyear budget reports would be helpful.	Partnerships with foundations and creative operational designs will allow the district to continue to grow and innovate. A shared community-wide commitment to the district vision will support a collaborative decision making process.

Reimagine Internal and External Resources

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Dual Enrollment	Dual enrollment programs allow the students to earn college credits and have more course choices.	<p>Sustaining a budget so all students can participate.</p> <p>Ensuring dual enrollment programs do not put extra pressure on already anxious students.</p>	Measuring the results of the current program will allow the district to effectively expand the program.
Newburyport Education Foundation	The NEF allows the district to develop aspirational programs and ensures a culture of innovation.	Long-term planning so that effective innovations can be sustained in the district budget.	Continued partnership with the NEF will allow the district to reimagine education.
Swasey Foundation	Professional development is essential for growth. Swasey Foundation allows the district to effectively develop programs and allows teachers to pursue educational interests.	Ensuring staff are aware of the resources.	A collaboration with the Swasey Foundation will allow educators to continue to grow and learn.
Support Partnerships	Expanded partnerships for social-emotional learning have supported district growth.	<p>Maintaining partnerships.</p> <p>Ensuring students, staff and families know about the resources.</p>	<p>A Behavioral Health coordinator can support the district in developing new partnerships and effectively leveraging existing partnerships.</p> <p>With extensive partnerships in place, the district can share a report with the community on progress, data and future planning.</p>

Reimagine A Community of Stakeholders

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Diversity, Equity and Inclusion	<p>Partnerships with experts and consultants.</p> <p>Collaboration with Newburyport Human Rights Commission.</p> <p>Evaluation of curricula for culturally responsive practices.</p>	<p>Creating a shared understanding of the importance of culturally responsive schools.</p> <p>Building the community's understanding of partnerships with consulting organizations.</p>	<p>Connect district goals with the Department of Elementary and Secondary Education culturally responsive guidance.</p> <p>Use dialogic process to allow for respectful conversations.</p>
Union Partnerships	<p>Strong lines of communication with AFSCME, NTA and IA unions.</p>	<p>Providing accessible and responsive human resource support.</p>	<p>Continued partnerships with union leaders.</p>
Community Collaboration	<p>Opportunities for students to learn outside of the classroom.</p> <p>Creating more options for students through partnerships (NYS).</p> <p>Internships.</p>	<p>Expanding "real world" connections.</p> <p>Maintaining and expanding community partnerships from the school side.</p>	<p>Use the portrait of a graduate to unite the community around shared vision for our children.</p> <p>Use athletics, performing arts and other student activities to create a culture of inclusion.</p>
Parent Partnerships	<p>School Councils, SEPAC and PTO provide opportunities for parent involvement.</p> <p>Parents are engaged and interested in district goals.</p>	<p>Families are busy.</p> <p>Communication from each school is not standardized.</p> <p>Parents/guardians do not always know who to communicate with to solve problems.</p>	<p>Communication of decision-making processes, educational regulations, and school structures may support a stronger understanding of and support for decisions.</p> <p>Parent groups could work collaboratively.</p> <p>Provide regular newsletters.</p>

Reimagine a Culture that Cultivate the Best in all of Us

	STRENGTHS	CHALLENGES	OPPORTUNITIES
Distributed Leadership	Structures exist within the organization to allow for a collaborative process among administration and educators.	Time for a collaborative process. Commitment to collaboration from educators and administrators, including professional development on effective protocols and processes.	Strong partnerships among educators and administrators can lead to effective change and growth.
Sharing the Good News	There are many positive stories of students and staff around the district. School Committee recognition of student projects and accomplishments.	Sharing stories so the community knows what is happening in the district.	Using new communications tools/technology, the district will be able to share news and promote stories. Using social media.
Director of Communication and Instructional Technology	New position provides the district with dedicated leadership.	Information is difficult for parents to find. There are too many bits of information in different places. Communication strategy needs to be sustainable with the district resources (people, finances). Providing parents with easy pathways to information while supporting the operations of three levels of schools (elementary, middle, high). Ensuring accessible communication for all families.	Increased communication can lead to a greater understanding of district needs and accomplishments. Easy access to information will support a stronger relationship with parents and students. Strong communication channels will support the district goal to create a culture that every student's success matters.

Recommendations

Based on the SCOG analysis and the Portrait of a Graduate process, the following recommendations are made for the 2022-27 strategic plan:

1. Clarify Reimagine Strategies

- a. To provide focus, and reduce redundancy, the district plan will reflect five Reimagine Strategies
 - Teaching and Learning
 - Supports so all Students are Ready and Able to Learn
 - A Culture of Self Discovery and Personal Achievement (to include Culture that Cultivates Best in all of Us)
 - Organizational Design and Operations (to include Internal and External Resources)
 - An Active Community of Stakeholders
- b. Establish a shared understanding of and commitment to the five strategies
 - Communicate strategies over multiple platforms
 - Connect school improvement, educator goals and budget process clearly to strategies

2. Align Tactical Actions from district, school and educator goals to Portrait of a Graduate and Reimagine Strategies

- a. District Improvement Plan, School Improvement Plans, and Educator goals should articulate how they are guided by the vision and strategies of the district
- b. Ensure common themes from SCOG analysis are addressed in appropriate tactical plans
 - Extended Leadership Team will identify district, school, educator-level recommendations
 - School Councils and principals will develop School Improvement Plans that incorporate recommendations
 - Educator goals are be developed to align with School Improvement Plans
- c. Provide annual report on Tactical Accomplishments

3. Provide district and community-wide opportunities to develop skills in future-focused thinking and planning

- a. Build a shared understanding of how to conduct future-focused planning so NPS can operationalize a continuous planning process and provide effective opportunities for updates and feedback
- b. Promote a culture of future-focused planning through district communications, events, and professional development

Appendix 3: TACTICAL PLANNING through School Improvement Plans

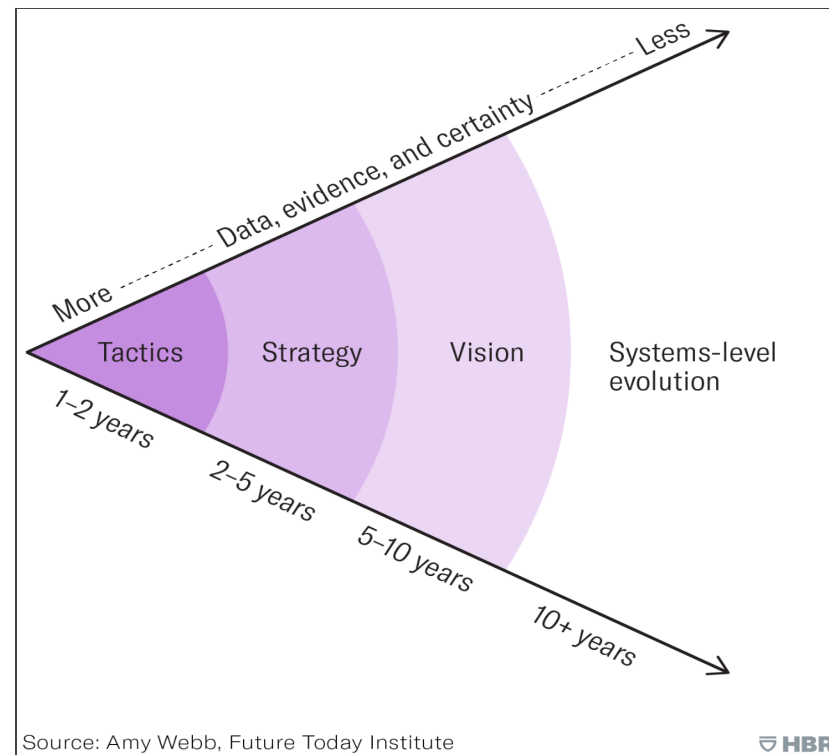
School Improvement Plans are developed at the school level by School Councils, updated every three years, and reviewed annually.

NPS School Improvement Plans are guided by our Portrait of a Graduate Vision and aligned to our Strategic Objectives.

The detailed, goal-directed plans provide an overview of the “tactical” work that is happening at each level within the district and outline measurable outcomes to allow us to track progress.

What follows are summaries of the plans.

The full plans can be viewed on the [School Council page](#) of our website.



Francis T. Bresnahan School: School Improvement Plan

School Council Members

Administrative Representatives: Jamie Sokolowski (Principal) and Mike Munroe (Assistant Principal)

Teacher Representatives: John Gangemi, Sam Maguire, Julie Malchow, Madison Stanton

Parent Representatives: Colin Carpenter, Shannon Cormier, Heather Eigen, Kirsten Rowe

Community Representative: Andrea Egmont, Margot Harrington

School Improvement Goals

- 1) Utilize student data to guide instruction and measure growth.
- 2) Provide services to promote behavioral health, social and emotional learning, bullying prevention, trauma sensitivity, diversity, equity and inclusion.
- 3) Continue discussion on the impact of parent and community involvement on student learning and identify strategies to develop supportive parent involvement.
- 4) Develop professional relationships amongst staff to support a vibrant PK-3 school community.

[Link to complete School Improvement Plan](#)

Strategic Objectives: REIMAGINE...				
Teaching and Learning	Supports so All Students are Ready and Able to Learn	A Culture of Self Discovery and Personal Achievement	Organization Design and Operations	An Active Community of Stakeholders
Strategic Initiatives: Francis T. Bresnahan School				
(1) Administer district math assessment (K) and <i>Affirm</i> math assessment (1-3) twice a year to identify student needs and inform instruction	(4) Screen all kindergarten students for dyslexia	(7) Expand co-teaching across grade levels and programs	(10) Provide annual report to community on School Improvement Plan progress	(13) Provide weekly communication to families and update website
(2) Implementation of <i>My View</i> Literacy Curriculum and Wilson Foundations Program in grades K-3	(5) Continue staff education on safe and supportive schools, impact of trauma on learning, and mindfulness	(8) Support District in the design and implementation of innovative summer programs for all learners	(11) Implement Tuition-free full day kindergarten for all	(14) Partner with Newburyport Youth Services, Nourishing the North Shore and Our Neighbor's Table
(3) Implementation of revised Massachusetts History and Social Science curriculum frameworks in grades K-3	(6) Evaluate and provide program recommendations for Independent Development Center (IDC) program	(9) Continued implementation of Positive Behavior Intervention Systems	(12) Develop Inclusive and Collaborative Teacher Learning Communities	(15) Expand student special offerings to provide more arts and culture curricula

Strategic Outcomes: Francis T Bresnahan

		2022-2023	2023-2024	2024-2025
1	Student data is used to create personalized intervention plans as needed	X	X	
2a	Teachers are engaged in an iterative curriculum review/mapping process of <i>MyView</i>	X	X	
2b	Teachers are implementing <i>Wilson</i> lessons daily in grades K-3	X	X	
3	K-3 history and social studies curricula are clearly articulated and available on the website	X	X	
4	Early identification of students who are at-risk in early literacy skills	X	X	X
5	Trauma sensitive school and cultural competency workshops are available for all staff	X	X	X
6	IDC elementary program is evaluated and program recommendations are implemented	X	X	
7	Class placement process supports co-teaching assignments; Professional development supports strategies-based teaching	X	X	
8	School vacation and summer enrichment and intervention programs are available for all students	X	X	X
9	Universal school-wide expectations followed by students and equitably supported by staff to promote positive behavior	X	X	X
10	Annual report on strategic and tactical initiatives published and presented	X	X	X
11	Kindergarten is full-day and tuition-free	X		
12	Staff meetings and teacher curriculum leaders support implementation and mapping of <i>MyView</i> and Foundations curricula	X	X	
13	Weekly principal newsletters are distributed; School website is accessible and easy to use	X		
14	District partnerships which support all families in accessing programming	X	X	
15	Students have access to expanded diverse cultural music and arts programming	X	X	X

Edward G. Molin School: School Improvement Plan

School Council Members

Administrative Representatives: Tara Rossi (Principal)

Teacher Representatives: Anne Enaire

Parent Representatives: Danielle Baptiste, Alyssa Rabeau

School Improvement Goals

- 1) 100% of students will demonstrate student growth as measured by common assessments within their content area.
- 2) A trauma sensitive, pro-social framework will be used so that all students and staff feel safe, welcomed, and supported.

[Link to complete School Improvement Plan](#)

Strategic Objectives: REIMAGINE...				
Teaching and Learning	Supports so All Students are Ready and Able to Learn	A Culture of Self Discovery and Personal Achievement	Organization Design and Operations	An Active Community of Stakeholders
Strategic Initiatives: Edward G. Molin School				
(1) Implement <i>Keys to Literacy</i> strategies in grades 4-5	(4) Provide focused professional development on reading, language-based disabilities, and matching appropriate programs to specific student profiles	(7) Increase use of robots and coding by students in STEM, technology, and general education classes	(10) Provide an annual report to the community on School Improvement Plan progress	(13) Provide regular principal communication to families and an updated website
(2) Implement <i>My View Literacy Curriculum</i> in grades 4-5	(5) Continue staff education on the impact of trauma on learning, culturally responsive teaching and mindfulness	(8) Support the District in the design and implementation of innovative summer programs for all learners	(11) Develop staffing capacity to support personalized learning	(14) Partner with Newburyport Youth Services, Nourishing the North Shore and Our Neighbor's Table for wrap-around programming
(3) Implement revised Massachusetts History and Social Science curriculum frameworks in grades 4-5	(6) Continue implementation of Positive Behavior Intervention Systems; Use BIMAS to identify students who might be at risk or in need of further assessment	(9) Implement a comprehensive program so all students receive enriched instruction at their level academically and developmentally	(12) Teachers meet regularly to use relevant data to inform instruction	(15) Partner with community organizations to expand student music offerings

Strategic Outcomes: Edward G. Molin School

		2022-2023	2023-2024	2024-2025
1	Keys to literacy vocabulary and comprehension instructional strategies are implemented grades 4-5	X	X	X
2	Teachers are engaged in an iterative curriculum review/mapping process of <i>MyView</i>	X	X	
3	Grades 4-5 history and social studies curricula are clearly articulated and available on the website		X	X
4	Grades 4-5 language-based program is implemented. Identified reading data shows student growth	X	X	X
5	Trauma-sensitive and mindfulness practices are visible daily	X	X	X
6a	Data from SWIS, RTI process and school climate survey show evidence of student growth in self-regulation, relationship building and academic success	X	X	X
6b	Evaluation of student BIMAs trends (3 times yearly) to enhance interventions	X	X	X
7	Integration of robotics and media technology into all grade 4-5 classrooms	X	X	X
8	School vacation, summer enrichment and intervention programs are available for all students		X	X
9	Students receive enriched instruction at their level academically and developmentally; Students are challenged by complex texts and problem-solving		X	X
10	Annual report on strategic and tactical initiatives published and presented	X	X	X
11	Staffing patterns supports schedule personalized learning		X	X
12	Formative and summative assessments demonstrate students' progress towards grade level benchmarks	X	X	X
13	Monthly principal newsletters are distributed and school website is accessible and easy to use	X	X	X
14	District partnerships support all families in accessing academic and extra-curricular programming	X	X	X
15	Students have access to expanded instrumental music programs	X	X	X

Rupert A. Nock Middle School: School Improvement Plan

School Council Members

Administrative Representatives: Nick Markos (Principal) and Alissa Gallegos (Interim Assistant Principal)

Teacher Representatives: Jacqueline Rousseau, Boyd Hancock

Parent Representatives: Deb Casson, Becky Macknight

Community Representatives: Lee Gordon, Margot Harrington

School Improvement Goals

- 1) Promote the learning and growth of all students by utilizing high quality assessment throughout all curriculum areas.
- 2) Develop, implement, and evaluate programs designed to meet student-specific academic and social needs at all three tiers of intervention.
- 3) Develop My CAP/SEL Advisory Curriculum that aligns with district social-emotional learning goals and Massachusetts College and Career Readiness Pathway.
- 4) Ensure strong transitions with vertical alignment with curricula, supports and programs from grades 5 to 6 and 8 to 9.
- 5) Evaluate and improve the implementation of the district-wide initiative for Positive Behavioral Intervention System (PBIS).

[Link to complete School Improvement Plan](#)

Strategic Objectives: REIMAGINE...				
Teaching and Learning	Supports so All Students are Ready and Able to Learn	A Culture of Self Discovery and Personal Achievement	Organization Design and Operations	An Active Community of Stakeholders
Strategic Initiatives: Rupert A. Nock Middle School				
(1) Expand use of dialogical instructional strategies and student-led conferences	(4) Continue development and evaluation of grade-level language-based and therapeutic programs	(7) Establish a strong working team to develop and facilitate college and career readiness opportunities	(10) Establish a continuous system for monitoring, reporting and revising the strategic plan	(13) Provide regular principal communication to families and updated website
(2) Develop sustainability plan for place-based and educational programs	(5) Expand integration of strategies-based instruction across all content areas	(8) Develop and pilot expanded, sustainable wellness and mindfulness programs within the PE program	(11) Expand Student Support Team (SST) consult model	(14) Collaborate with community organizations to ensure every student and family feels welcome and included
(3) Continuously refine and publish scope and sequence maps for each content area (including common assessments, enduring understandings, key resources)	(6) Continue development of grades 6-8 Advisory Program and adoption of adventure-based models	(9) Expand Flex-block opportunities for intervention and enrichment; Expand student leadership opportunities	(12) Build a sustaining schedule and culture where teacher leaders facilitate student-consult, data, and instructional analysis protocols	(15) Create community-wide connections to expand music programs within and outside the school day

Strategic Outcomes: Rupert A.Nock Middle School

		2022-2023	2023-2024	2024-2025
1a	Dialogic coaching and professional development is integrated into faculty time	X	X	X
1b	Parent conferences in grades 7-8 are student-led	X	X	X
2	Grade 7 place-based trips are supported with sustainable schedules, safety plan, staffing plan and student trip funding	X	X	X
3	Scope and sequence maps are updated and published annually	X	X	X
4a	Reading data shows students in the language-based program are progressing	X	X	X
4b	Therapeutic programs support the needs of students who present a range of needs	X	X	X
5	Standard-based rubrics and grade reporting are used across all grades	X	X	X
6	Schedules and staff professional development support implementation of adventure-based advisory programs in grades 6-8	X	X	
7	Career and Academic Planner Advisory Curriculum and implementation plan is developed		X	X
8	Physical Education and Wellness curricula integrate mindfulness programming	X	X	X
9a	Flex block has innovative opportunities for students at all levels	X	X	X
9b	Clipper Crew and Principal Council lead school-wide programs and participate in decision-making	X	X	X
10	Annual report on strategic and tactical initiatives (School Improvement Plan) published and presented	X	X	X
11	Student interventions increase student progress as measured by MCAS growth, common assessment and norm-referenced assessment tools	X	X	X
12	Schedules and professional development support teacher-facilitated curriculum, assessment and instruction meetings	X	X	X

13	Monthly principal newsletters are distributed; new school website is accessible and easy to use	X	X	X
14	District partnerships will support all families in accessing academic and extra-curricular programming	X	X	X
15	Students have access to expanded instrumental music programs	X	X	X

Newburyport High School: School Improvement Plan

School Council Members

Administrative Representatives: Andy Wulf (Principal)

Teacher Representatives: Ashley Lieblein, Katherine Sullivan

Parent Representatives: Jamie Grant, Sarah Hall, Anya Brunnick

Student Representatives: Lucas Daignault, Riya Kaur

Community Representatives: Chris Cain

School Improvement Goals

- 1) Improve student growth performance with attention to our high needs population.
- 2) Increase access to advanced coursework for the high needs subgroup.
- 3) All students demonstrate college and career readiness skills upon their graduation.
- 4) All students leave NHS with a personalized and flexible post-secondary plan.
- 5) Continue to improve the school climate

[Link to complete School Improvement Plan](#)

Strategic Objectives: REIMAGINE...				
Teaching and Learning	Supports so All Students are Ready and Able to Learn	A Culture of Self Discovery and Personal Achievement	Organization Design and Operations	An Active Community of Stakeholders
Strategic Initiatives: Newburyport High School				
(1) Use common assessments and standardized testing (MCAS, PSAT) to guide instruction and intervention	(4) Build a comprehensive, evidence-based language-based program (grades 9-12) and strategies-based 9th grade transition	(7) Expand college and career readiness programs (internships, coursework, counseling)	(10) Establish a continuous system for monitoring, reporting and revising the strategic plan	(13) Update school website and integrate NHS school app
(2) Develop and execute a comprehensive 1:1 student technology plan and integrated arts curricula	(5) Increase enrollment in and access to advanced level (honors and AP) courses	(8) Design and implement innovative summer and out-of-school time programs for all learners	(11) Build capacity (technology infrastructure and staffing) to support student 1:1 device program	(14) Collaborate with community organizations to ensure every student and family feels welcome and included
(3) Establish a system through which students demonstrate competency in Portrait of a Graduate skills	(6) Continue to build Clipper Block and Advisory programs	(9) Promote dialogic and advisory program development to elevate student voice	(12) Build a school schedule and culture where instructional leaders facilitate protocols to enhance instruction, develop curricula, and measure student progress	(15) Create community-wide connections to expand integrated arts programs within and outside the school day

Strategic Outcomes: Newburyport High School

		2022-2023	2023-2024	2024-2025
1	Curriculum teams meet regularly to analyze common assessment data	X	X	X
2a	Student 1:1 device program launched		X	
2b	Integrated arts program curricula developed	X	X	X
2c	Integrated arts space renovated		X	X
3	Student portfolio-based assessment developed and implemented		X	X
4a	Students in language-based programs are meeting grade level benchmarks		X	X
4b	All grade 9 classes incorporate common strategies-based instruction techniques		X	
5	Increased numbers of students in target areas (special education, high risk) are accessing advanced level courses	X	X	X
6a	Clipper Block is an effective advisory and intervention block for all students		X	X
6b	Advisory curriculum is developed for each grade level		X	X
7a	All students have clearly identified post-graduation goals			X
7b	All seniors have access to high-quality internships		X	X
8	A range of enrichment and intervention programs are available for all students	X	X	X
9	Student voice is enhanced by dialogic approaches across the core content areas	X	X	X
10	Annual report on strategic and tactical initiatives published and presented	X	X	X
11a	Upgrade wireless and other systems to support 1:1 devices	X	X	
11b	Provide teacher professional development to promote effective technology integration	X	X	X

12	Instructional Leadership Team (ILT) facilitates ongoing professional development to enhance curriculum, assessment and instruction	X	X	X
13	School website is accessible and easy to use; students and parents use school app to access information	X	X	X
14	District partnerships will support all families in accessing academic and extra-curricular programming	X	X	X
15	Integrated arts programs provide real-world collaborations for students			X

The Newburyport Public Schools Leadership Team would like to thank the many students and families who participated in this process and helped us create a strong Portrait of a Graduate vision.

In addition, our thanks go to the Newburyport School Committee and the Newburyport City Council for attending workshops and providing feedback and leadership throughout the process.

Finally, the faculty and staff of the Newburyport Public Schools are the true change agents. With their commitment, curiosity and care we will continue to *reimagine*.