

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

**School Committee Business Meeting
6:30PM**

Monday, September 22, 2025

SC Business Meeting Agenda September 22, 2025

SC Business Meeting Agenda Notes September 22, 2025

SC Warrant September 22, 2025

SC Business Meeting Minutes September 2, 2025

Camp Jewell Information – grade 7

Philadelphia Class Trip – grade 8

Policy JJH – Student Overnight or Late Night Travel

Policy CBI – Evaluation of the Superintendent

2025-2027 District Improvement Plan

Superintendent's Report

Newburyport Public Schools
School Committee Business Meeting
Monday, September 22, 2025 at 6:30PM

Sr./Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/83876511163?pwd=So9AEIzsupRlniTGhMfKlz3C2JvrKV.1>

Meeting ID: 838 7651 1163

Passcode: 015964

The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Please note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 & streamed via <https://ncmhub.org/share/channel-9/>.

School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. *Warrant – *possible Vote*
4. Meeting Minutes 9/2/2025 – *possible Vote*
5. *Overnight Field Trip Grade 7 – Camp Jewell - *possible Vote*
6. *Overnight Field Trip Grade 8 – Philadelphia - *possible Vote*
7. District Roof Repair Projects (Nock & High School)
8. Superintendent’s 2025 Evaluation Discussion – Mayor Sean Reardon
9. Final Version 2025-2027 District Improvement Plan
10. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Communications Subcommittee – Sarah Hall
 - d. Teaching & Learning Subcommittee – Breanna Higgins
11. Superintendent’s Report: *Upcoming NEASC Visit, Education Commonwealth Project Update, Media Lab Ribbon Cutting, and Zero the Hero. (attached)*
12. New Business

* Possible Vote

Adjournment

** The School Committee reserves the right to call **executive session**, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations, collective bargaining and/or potential litigation.

Newburyport Public Schools
School Committee Business Meeting
September 22, 2025 at 6:30PM

Sr./Community Center, 331 High Street, Newburyport, MA 01950

AGENDA NOTES

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School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. *Warrant – *possible Vote*
4. *Meeting Minutes 9/2/2025 – *possible Vote*
5. *Overnight Field Trip Grade 7 – Camp Jewell - *possible Vote*
Nock Principal Nick Markos is seeking permission for a 7th Grade overnight field trip to Camp Jewell located in Colebrook, CT, in accordance with Policy JJH – Student Overnight or Late Night Travel. He will review the tentative agenda for the proposed trip scheduled for Wednesday, June 10, 2026 through Friday, June 12, 2026, estimated cost \$450-\$475. (see attachments)
6. *Overnight Field Trip Grade 8 – Philadelphia - *possible Vote*
Nock Principal Nick Markos is seeking permission for an 8th Grade overnight field trip to Philadelphia in accordance with Policy JJH – Student Overnight or Late Night Travel. He will review the tentative agenda for the trip scheduled for May 19, 2026 through May 21, 2026, estimated cost \$1,175. (see attachments)
7. District Roof Repair Projects (Nock & High School)
Facilities Director James McSweeney will provide an update and next steps for these projects.
8. Superintendent’s 2025 Evaluation Discussion - Mayor Sean Reardon
The School Committee will review and discuss the Superintendent’s bi-annual evaluation in accordance with Policy CBI – Evaluation of the Superintendent. (attached)
9. Final Version 2025-2027 District Improvement Plan
The School Committee will review the final version of the 2025-27 District Improvement Plan.
10. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Communications Subcommittee – Sarah Hall
 - d. Teaching & Learning Subcommittee – Breanna Higgins
11. Superintendent’s Report: *Upcoming NEASC Visit, Education Commonwealth Project Update, Media Lab Ribbon Cutting, and Zero the Hero. (attached)*
12. New Business

* Possible Vote

* continued – next page *

- FYI: Upcoming Dates:**
- ✓ Early Release: Friday, September 19
 - ✓ Bresnahan Open House: Thursday, September 25 @ 6-8PM
 - ✓ NHS Room 210 Dedication: Friday, September 26 @ 4:00PM
 - ✓ NEASC Visit to High School: September 29 through October 1
 - ✓ Policy Subcommittee meeting: Monday, September 29 @ 7:00PM
 - ✓ Molin Open House: Tuesday, September 30 @ 6:00PM
 - ✓ School Committee meeting: Monday, October 6 @ 6:30PM (at high school)
 - ✓ NHS School Council meeting: Tuesday, October 7 @ 5:00PM
 - ✓ Superintendent's Advisory Council meeting: Tuesday, October 7 @ 6:30PM
 - ✓ Nock Open House: Wednesday, October 8 @ 5:30PM
 - ✓ Nock School Council meeting: Friday, October 10 @ 8:15AM
 - ✓ Early Release: Friday, October 10
 - ✓ Indigenous People Day – no school: Monday, October 13

School Committee

Warrant(s)

September 23, 2025

| | |
|---------------------------|---------------------|
| Warrant 8161 FY25 | \$ 11,538.63 |
| Warrant 8162 FY26 | \$ 743,052.13 |
| A-Warrant(s) | <u>\$ 16,532.40</u> |
| Total of Warrants: | \$771,123.16 |

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
Senior/Community Center, 331 High Street, Newburyport, MA 01950

Monday, September 2, 2025

CALL TO ORDER / ROLL CALL

Vice Chair Juliet Walker called the School Committee Business meeting of the Newburyport School Committee to order at 6:30 PM. Roll call found all members present except Andrew Boger and Mayor Sean Reardon (arrived 7:14PM). All those present stood for the Pledge of Allegiance.

Public Comments

Liz Walsh, 7 Virginia Lane, Newburyport

Warrant

Motion:

On a motion by Brian Callahan and seconded by Sarah Hall it was

VOTED: to approve the Warrant in the amount of \$389,262.58 as presented.

| | |
|---------------------|---------------------|
| Warrant 8159 (FY25) | \$ 7,236.98 |
| Warrant 8160 (FY26) | <u>\$382,025.60</u> |
| | \$389,262.58 |

Motion Passed

Mayor Reardon and Andrew Boger absent

Minutes

Motion:

On a motion by Breana Higgins and seconded by Brian Callahan it was

VOTED: to adopt the minutes for the August 18th School Committee meeting, with correction to the Superintendent's Evaluation Subcommittee section on page 2 (should read: submit evaluation forms to Mayor Reardon by September 12th, which will be compiled by the September 22nd meeting).

Motion Passed

Mayor Reardon and Andrew Boger absent

Daycare Opening & NHS Media Lab Update

Superintendent Sean Gallagher was excited to share the Little Clips Daycare opened today in the Bresnahan. He shared a few pictures of the daycare, as well as the recently renovated Video & Media Lab at the high school. A ribbon cutting ceremony for both will be coordinated at the end of September or early October.

Opening of Schools / Readiness Update

Superintendent Sean Gallagher reviewed the agenda topics that were covered at the annual Readiness meeting held on August 25th. The district is almost fully staffed, with just a few IA's still needed. The Superintendent expressed the district is in good shape for opening day. Sarah Hall suggested sending a reminder for people to sign up for the district's App.

School Committee Goals – final version

A goal for District AI Practices/Policies was added. If any member is interested in possibly creating an advisory committee, reach out to Mayor Reardon or Juliet Walker.

Budget 2026-2027 Planning Preparations - discussion

Superintendent Gallagher presented a list of tentative dates for the FY27 budget process. After discussion, members summarized their ideas as follows:

- Hold an orientation for new City Council members in early 2026 with the Superintendent and Finance Director
- Obtain clearer guidance from the Mayor in setting up the Joint SC/CC meeting to make sure there is more dialogue about the budget between members
- Continue with the Joint SC/CC meeting and budget listening sessions
- Share the district's general goals for the budget (i.e. each school's goals and/or the district as a whole) in late December/early January (after the ELT Deliberations)
- Have a more detailed budget report earlier in the process
- Add SIP to the Budget Timeline abbreviation key

Juliet Walker suggested adding a Budget Draft to the next FINCOM meeting agenda.

MASC Annual Conference - discussion

The early bird registration period is wrapping up at the end of the week. Any member interested in attending should reach out to Juliet Walker.

SUBCOMMITTEE UPDATES

Finance Subcommittee

Brian Callahan stated the next FINCOM meeting will be held at 9:00AM on September 18th.

Policy Subcommittee

Kathleen Shaw stated they will meet on Monday, September 29th at 7PM in Central Office.

Communications Subcommittee

Sarah Hall stated the next meeting will be at 10AM on Thursday, September 18th.

Teaching & Learning Subcommittee

Breanna Higgins anticipates the first meeting will be in the beginning of October.

Superintendent's Evaluation Subcommittee

Completed evaluation forms are to be submitted to Mayor Sean Reardon by September 12th. He will compile the information to be reviewed at the next meeting School Committee meeting on Sept. 22nd.

Superintendent's Report

The Superintendent spoke of a few professional development activities completed over the summer, such as the 2-day Leadership Retreat and a Day of AI. He also provided a list of various professional development classes that were offered to staff this summer. The 3-day New Teacher Orientation that occurred in August was also covered.

New Business - none

ADJOURNMENT

Motion:

On a motion by Brian Callahan and seconded by Mayor Sean Reardon it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 7:23PM.

Motion Passed

Andrew Boger absent

Camp Jewell

Information

[Camp Jewell Website Link!](#)



Where is Camp Jewell?

6 Prock Hill Road

Colebrook, CT 06021

(About a 3 hour drive from Nock)



Anticipated dates for 2026...

Wed. , June 10th

Thursday, June 11th

Friday, June 12th

Arrival Date

Buses leave by 6AM to arrive at Camp around 10:00 AM. Half day of activities, big welcome evening with stargazing, night hikes, and campfire and songs.

Full Day!

Full Day at Camp Jewell.
Night- Skits/Talent Show

Departure Date

Leave Camp Jewell around lunchtime to arrive back at Nock around 4 PM.



Camp Jewell Offerings

Archery

Zipelining

Wiffle Ball

Climbing Towers

Gaga Ball
Courts

High & Low
Ropes Course

Canoeing
& Kayaking

Field Games

Crate Climb

Basketball
Courts

Bouldering

Art & Crafts

Giant Swing

Cargo Net

Farm Animal
Petting Zoo



**Teambuilding
&
Leadership**

Teambuilding helps to foster leadership skills!

- **Communication Skills:** Engaging with peers and counselors in various activities helps students improve their ability to express ideas clearly, listen actively, and engage in meaningful conversations.
- **Teamwork and Collaboration:** Participating in group tasks and challenges fosters a sense of teamwork. Students learn to collaborate, share responsibilities, and appreciate the value of diverse perspectives.
- **Problem-Solving:** Faced with new and unexpected situations, students develop problem-solving skills by thinking creatively and making decisions quickly and effectively.
- **Responsibility and Accountability:** Being away from home, students take on responsibilities such as managing their belongings, following a schedule, and adhering to camp rules, teaching them to be accountable for their actions.
- **Empathy and Compassion:** Living in close quarters with others, students learn to understand and respect different viewpoints and backgrounds, developing empathy and compassion.



**Teambuilding
&
Leadership**

Teambuilding helps to foster leadership skills!

- **Confidence and Self-Esteem:** Successfully navigating camp activities and overcoming personal challenges boosts self-confidence and helps students recognize their own strengths.
- **Adaptability and Resilience:** Experiencing new environments and coping with unfamiliar situations help students become more adaptable and resilient in the face of change and adversity.
- **Conflict Resolution:** Living and interacting closely with peers inevitably leads to conflicts. Learning to resolve these conflicts constructively is a crucial leadership skill.
- **Time Management:** Balancing various activities, personal time, and group responsibilities helps students develop effective time management skills.



Personal Growth

This happens when you're pushed out of your comfort zone!

- **Independent Living:** Being away from home and managing their daily routines independently helps students develop responsibility, self-reliance, and decision-making skills.
- **Nature Immersion:** Spending extended periods in nature, away from technology and familiar environments, encourages students to appreciate the natural world and develop a sense of environmental stewardship.
- **Outdoor Adventures:** Activities like hiking, kayaking, or zip-lining challenge students physically and mentally, encouraging them to confront fears and build resilience.
- **Team-Building Exercises:** Group challenges and problem-solving activities require collaboration and communication with peers, helping students develop interpersonal skills and learn to work effectively in a team.
- **New Social Interactions:** Meeting and living with new people from diverse backgrounds pushes students to step out of their usual social circles and develop new friendships, enhancing their social skills.

This happens when you're pushed out of your comfort zone!

Personal Growth

- **Conflict Resolution:** Living closely with others can lead to conflicts. Learning to navigate and resolve these conflicts constructively teaches important negotiation and conflict resolution skills.
- **Personal Reflection Time:** Structured time for personal reflection, journaling, or mindfulness activities helps students introspect, understand their feelings, and set personal goals.
- **Public Speaking and Presentations:** Campfire stories, talent shows, or group presentations provide a platform for students to practice public speaking, boosting their confidence and communication skills.

Daytime Schedule...

- Daily meals are provided, but if you have special dietary needs, there is a fridge and microwave available.

Example Day 1 Schedule →

Wednesday, June 10th

- Arrive at school
- Depart Nock @ 6 AM
- 3 hour drive to Camp Jewell
- Arrival at approximately 10:00
- Cabin Set-Up and Camp Tours
- Camp Giant Welcome Game
- Lunch @ 12
- Welcome Meeting 1PM
- 1:30-2:00 Free Time on Courts
- Afternoon sessions 2-4 pm
- 5 pm dinner
- 6-7 even session
- 7 pm Campfire Night
- 8:30 Cabins
- 9:15-9:30 Cabin Discussion/Reflection
- 9:30 Get ready for bed
- 9:45 Cabin lights out

Example Day 2 Schedule →

Thursday, June 11th

- 7:30 AM Alarms
- 8:00 AM Cabins walk to breakfast
- 8:45-9:00 Return to cabins, if needed, if not free time at the courts.
- 9:00-9:15 Morning Meeting
- 9:15-12 Morning Sessions
- 12-1 Lunch and Courts time
- 1-3 Early Afternoon sessions
- 3-3:30 Afternoon snack and Courts time
- 3:30-5:30 Late afternoon sessions
- 5:30-6:30 Dinner
- 6:30-7 Skit night prep and rehearsals
- 7-8:30 Skit Night and Ice Cream Sundaes
- 8:30 Cabins
- 9:15 Cabin Discussions/Reflection
- 9:30 Lights Out

Example Day 3 Schedule →

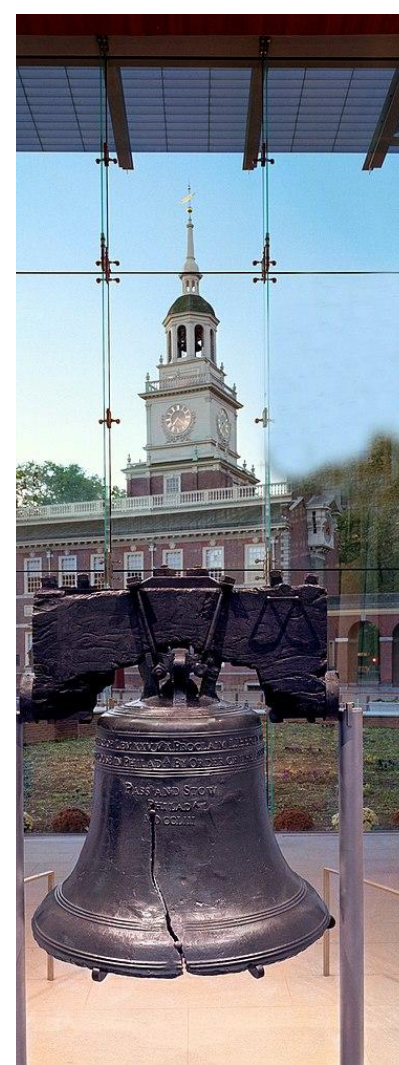
Friday, June 12th

- 7:30 AM Alarms
- 8:00 AM Cabins walk to breakfast
- 8:45-9:00 Return to cabins , pack/clean
- 9:00 Goodbye Morning Meeting
- 9:30 Final Camp Game
- 10:30 Load Buses
- 12:30 Lunch at Charlton Rest Stop
- 1:15-3:00 Remainder of Drive
- 3:00-4:00 Tentative return time
- 4:00 Unload buses, kid pick up



The End.





PHILADELPHIA CLASS TRIP

May 19 - 21, 2026

Rupert A Nock Middle School

Departure Information

5:30 am Arrival at school

- Check in and load busses

6:00 am Depart School

- Travel to Philly with rest stop along the way
- Students will eat their lunch on the bus



Day 1 Philadelphia Itinerary

12:30 - Arrival

Wyndham Philadelphia Historic District

400 Arch St,
Philadelphia, PA 19106
(215) 923-8660

12:30 - Run the Rocky Steps

**1:30 - 3:30 Divide into groups for 1st
Museum Choice**

- Independence Hall
- Eastern State Penitentiary
- Mutter Museum
- Franklin Institute
- Street Art Mural Walking Tour

**4:00 - Check in to Hotel and get ready for
Phillies Game**

**5:30 - 9:30 - Phillies Game vs Cincinnati
Reds - dinner vouchers given at the
ballpark**

Day 2 Itinerary

7:30 AM: Breakfast @ Hotel

8:30 Sightseeing Historic Philadelphia
(Constitution Center & US Mint)

12:30 Lunch at Reading Terminal
(Recommend \$15-\$20)

2:30-4:30 Museum Visits (Museum
Choice 2)

5:00 pm Return to hotel prep for
Dinner Dance Cruise

6:00 - 9:00 Dinner and Dancing
aboard the Benjamin Franklin Yacht

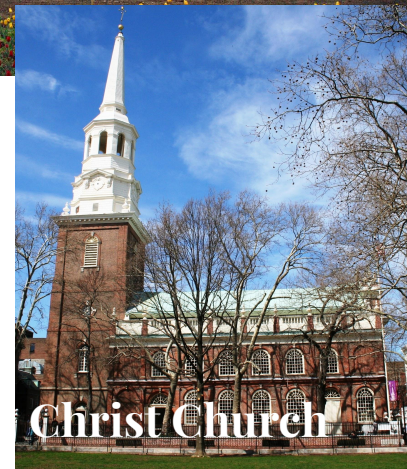
9:30 - Bus back to hotel



Things to see



Independence Hall



National Constitution Center

THE NCC is the only museum dedicated to the US Constitution. The museum boasts interactive exhibits and live theater focused on our key document and its ideals as they are realized in everyday life.



United States Mint

See the Sights!

Phillies Baseball Game

Watch the Phillies take on the Cincinnati Reds at Citizen Park Stadium

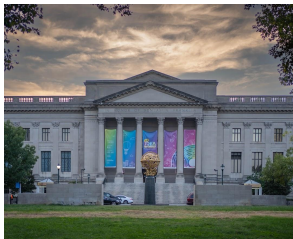


Visit Philadelphia City Hall and the iconic LOVE sculpture.



Franklin Institute

The Franklin Institute is a science museum and the center of science education and research in Philadelphia, Pennsylvania. It is named after the American scientist and statesman Benjamin Franklin.



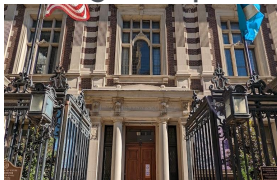
Eastern State Penitentiary

The Eastern State Penitentiary is a former American prison located at 2027 Fairmount Avenue between Corinthian Avenue and North 22nd Street in the Fairmount section of the city, and was operational from 1829 until 1971.



Mütter Museum

The Mütter Museum is a medical museum located in the Center City area of Philadelphia, Pennsylvania. It contains a collection of anatomical and pathological specimens, wax models, and antique medical equipment.



Independence Hall

A National Historic Landmark, Independence Hall is recognized globally for its impact on the pursuit of freedom and democracy. The Declaration of Independence was signed here in 1776, and the U.S. Constitution was written here in 1787.



Museum Choice - students will complete a google form to choose

Mural Art Walking Tour

Philly is known as the Mural Arts Capital of the world! Stretch your legs and walk through the city on a guided tour to experience public art that transforms communities, showcases the city's history and culture, combats urban blight, and draws tourists to explore various neighborhoods.





Day 2 Evening

Dinner Dance Party on Ben Franklin Yacht on the Delaware River

- Semiformal attire
- Dinner will be served on board.
- Potential Changes (TBA)

Day 3 Itinerary

7:00AM: Breakfast at hotel

8:00 Depart hotel for Liberty Island

10:30 Board Ferry to Liberty Island

1:30 Depart Liberty State Park for
Newburyport - students receive a
box lunch for bus ride

**7:30 PM Estimated Arrival at Nock
Middle School**





Group Leaders

Trip Advisors
Mary Kate Allan

Jen Groskin

The Global Citizen
Jeff Rahilly

JJH - Student Overnight or Late Night Travel

Adoption Date: 06/19/2017

Related Policies: **IJOA**

STUDENT OVERNIGHT OR LATE NIGHT TRAVEL

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

LEGAL REFS.: M.G.L. 69:1B; 71:37N

CROSS REFS.: IJOA, Field Trips

Adopted: June 19, 2017

Revised: February 27, 2024

Policy References:

LEGAL REF.: M.G.L. 69:1B; 71:37N

CBI: EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice. The Superintendent is evaluated annually for the first three years of their employment; and bi-annually after that.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of goals based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards according to the evaluation cycle agreed upon with the Superintendent.

The Superintendent Evaluation Subcommittee will manage the process of evaluating the Superintendent. This process should include the following elements:

1. Creating an evaluation form that uses both the DESE-designated Focus Areas, and the previous year's Superintendent Goals as a framework. A basic form is provided by DESE; the Subcommittee is responsible for any modifications to the form to ensure that the process is evaluating areas of performance unique to the Newburyport School District, (e.g., progress on the strategic plan).
2. Setting up a secure format for gathering the evaluative responses by School Committee members, compiling responses, compiling all comments, and providing the School Committee with both a statistical summary of the evaluation and an Executive Summary that includes all comments offered by the School Committee as part of the evaluation.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the Open Meeting Law.

LEGAL REF: M.G.L. 30A:18-25
 603CMR35:00

Adopted: November 21, 2016

Revised: June 5, 2023

NEWBURYPORT PUBLIC SCHOOLS

District Improvement Plan

2025-2027

September 22, 2025

Newburyport Public Schools...the port where tradition and innovation converge

PORTRAIT OF A GRADUATE VISION

Our vision is for every child to leave Newburyport Public Schools literate across the disciplines; physically, emotionally & socially well; innovative problem solvers; civically engaged; and prepared for life after graduation.

From the day they enter school as 5 year-olds to the day they graduate, our students are growing and changing.

Across this K-12 pathway, we want to make sure young people can celebrate success, persevere through failure, and create a healthy and hopeful path to their future.

For this reason, we invest in school climate and culture while also analyzing and reflecting on student academic data. We remain focused on our goals while staying flexible so we can respond to changing needs and invest in safe and secure facilities.

| STRATEGIC FOCUS AREAS | | | | |
|--|---|---------------------------------|---|---|
| Teaching & Learning | Supports | Culture | Operations | Stakeholder |
| Providing high quality, innovative instruction | Ensuring every child has the supports they need to grow | Creating a culture of belonging | Ensuring highly qualified staff, up to date resources, and safe buildings | Creating a community of active stakeholders |

Newburyport Public Schools

Newburyport is a small city located on the coast of northern Massachusetts. With a vibrant arts community, diverse natural resources, and a thriving downtown, Newburyport offers a welcoming educational environment.

The mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who:

- Practice kindness and perseverance
- Celebrate each unique individual
- Value creative, experiential and rigorous educational opportunities, scholarly pursuits, and life-long learning
- Provide nurturing environments for emotional, social, and physical growth
- Understand and embrace their role as global citizens

Demographic Information

| Total Enrollment (2024-25) | Grades Served | Number of Schools |
|----------------------------|---------------|-------------------|
| 2107 | preschool-12 | 4 |

| Special Populations | | |
|----------------------------|------------|---------|
| Title | % District | % State |
| High Needs | 30.8% | 55.8% |
| English Learners | 2.9% | 13.9% |
| First Language not English | 7.0 | 27.2 |

| | | |
|----------------------------|------|------|
| Low Income | 13.0 | 42.1 |
| Students with Disabilities | 20.9 | 20.6 |

STUDENT LEARNING GOALS

Newburyport Public Schools will create an environment where students exceed standards and demonstrate measurable growth across state tested subject areas. Our Portrait of a Graduate goal is to build literacy across all the disciplines. Although the district continues to take many action steps that ensure high quality teaching and learning in every content area, *the priority focus area for our 2025-27 Improvement Plan is on the curriculum, instruction, and assessment of K-12 mathematics and K-8 literacy.*

Goal I: All students will have access to high quality math instruction through implementation of recommendations from [District Math Priorities](#). The District focus area will be on effective implementation of K-5 iReady math program and 6-8 math curriculum and instruction. We will meet achievement targets set by the DESE for the 2026 & 2027 math MCAS for the groups: “all students,” “students with disabilities” and “EL/former EL students” (see [DESE 2024 Math Accountability Data](#)).

| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
|--|---|--|--|
| <p><i>Curriculum</i></p> <ul style="list-style-type: none"> Complete review of middle school math resource Set & maintain pacing guides Support ongoing standards-based planning Continue review of grade 8 acceleration/Algebra I Develop vertical alignment curriculum document | <p>Assistant Superintendent</p> <p>Principals</p> <p>Instructional Leads/Coaches</p> <p>Math Teachers</p> | <p>Established monthly math teacher meetings at every level. Continued external facilitation support for the middle school math team. Selection of middle school math resource by January 2026</p> <p>K-12 Vertical math team meeting agendas & products (e.g., vertical alignment doc)</p> <p>Grade 8 Acceleration Plan Implemented</p> <p>K-10 Vertical Curriculum Guide Developed</p> | <p>Sep 2025-June 2026</p> <p>Quarterly</p> <p>September 2026</p> <p>September 2026</p> |
| <p><i>Instruction</i></p> <ul style="list-style-type: none"> Provide professional development in <i>Building Thinking Classrooms</i> (BTC) and math discourse strategies through coaching and facilitated PLCs | <p>Assistant Superintendent</p> <p>Instructional Leaders</p> | <p>Increase faculty participation in Building Thinking Classroom professional development</p> <p>Administrative observations for BTC and discourse strategies in math classrooms</p> | <p>July 2025-July 2026</p> <p>2025-26</p> |

| <p><i>Intervention</i></p> <ul style="list-style-type: none"> • Increase educator use of data through well established 3x year data protocols • Implement elementary and high school intervention strategies as outlined in the Math Review Document | <p>Assistant Superintendent</p> <p>K-12 Principals</p> <p>Instructional Leaders</p> | <p>K-5 BOY / MOY / EOY Math Data protocols result in effective Tier One instruction as measured by implementation & progress monitoring of student data plans</p> <p>K-5 Math Recovery intervention program staff training & early implementation (2025-26); sustainable implementation (2026-2027)</p> <p>NHS pilot math intervention class (2025-26)</p> | <p>2025-2027</p> <p>2025-2027</p> <p>2025-2027</p> |
|---|---|--|--|
| <p>GOAL II: All students will have access to high quality literacy instruction. For the FY26-27 years, we will prioritize K-5 ELA and K-8 writing. We will meet achievement targets set by the DESE for the 2026 & 2027 ELA MCAS in grades 3-8 for the groups: “all students,” “students with disabilities” and “EL/former EL students” (see DESE 2024 ELA Accountability Data).</p> | | | |
| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
| <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Complete the review, pilot and selection of K-5 literacy curriculum resource • Develop implementation plan for identified resource to start fall 2026 | <p>Assistant Superintendent</p> <p>Elementary Principals</p> <p>District Literacy Coordinator</p> | <p>Complete needs assessment, curriculum review, site visits</p> <p>Pilot three identified curriculum resources</p> <p>Select Resource and develop implementation plan</p> | <p>July 2025</p> <p>Sep 25-Jan 2026</p> <p>Jan-July 2026</p> |
| <p><i>Instruction</i></p> <ul style="list-style-type: none"> • Develop comprehensive K-8 writing strategy & professional development plan • Implement plan for professional development and coaching to support new writing strategy | <p>District Literacy Coordinator</p> <p>K-8 Principals</p> <p>Literacy Coach</p> | <p>K-8 Writing Instruction Plan approved by principals and shared with educators</p> <p>Annual evaluation of writing program measured by implementation feedback (teachers) and student assessment (iReady, common assessment, MCAS)</p> | <p>Winter 2025</p> <p>2025-2027</p> <p>2025-2027</p> |
| <p><i>Assessment</i></p> <ul style="list-style-type: none"> • K-8: Develop 3 common summative writing assessments • Continue implementation of 3x annual data meetings at all levels (begin fall 2026) | <p>District Literacy Coordinator</p> <p>K-8 Principals</p> | <p>Completion of 3 common summative writing assessments at each grade level K-8</p> <p>Implementation of 3X annual data meetings to include the analysis of DIBELS, common</p> | <p>Winter 2026</p> <p>2025-2027</p> |

| | | | |
|--|----------------|------------------------------|--|
| | Literacy Coach | assessments, and iReady data | |
|--|----------------|------------------------------|--|

Goal III: The District will use grant funding to increase student engagement by expanding opportunities for educator professional development around developing engaging curricula

| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
|--|---|--|--|
| <ul style="list-style-type: none"> PK-3: Playful Learning Initiative 6-12: Pathways Programs | Superintendent Assistant Superintendent Principals Instructional Leads | A cohort of PK-3 educators & administrators will work with DESE to design and implement Playful Learning initiatives in the PK-3 classrooms. <i>Effectiveness of the program will be measured by an outside evaluator as a part of the project.</i> NHS will implement three pathways (Environmental, Advanced Engineering, Healthcare) available and will work to start Early Childhood & Care, Multimedia Production & Broadcast. | Playful Learning: January 2025-June 2026 Pathways: add engineering & healthcare fall 2026 |

Measurement Summary

ELA and math progress will be measured by meeting achievement targets set by the DESE for the 2026 & 2027 ELA and math MCAS (see above).

Effectiveness of the Playful Learning program will be measured by an outside evaluator using DIBELs scores.

Pathways Program implementation will be measured by student participation in Pathways programs.

INSTRUCTIONAL LEADERSHIP GOAL

To realize the vision outlined in our *Portrait of a Graduate*, district and school leaders will strengthen instructional leadership by supporting educators in designing and delivering high-impact, student-centered learning experiences. These experiences will foster growth across academic disciplines and promote students' well-being, creativity, collaboration, and civic engagement. By the end of the 2027 school year, we will demonstrate progress through increased educator use of evidence-based planning, collaborative professional dialogue, and student-focused lesson design.

| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
|---|---|---|--|
| <p>All staff will effectively use common planning time for instructional decision making and planning</p> <ul style="list-style-type: none"> ● 3x annual data meetings at all schools (by fall 2026) ● Scheduled teacher-led monthly meetings attended by district coaches (starting fall 2025) ● Vertical content-based discussions annually facilitated by district administrators (starting fall 2025) | <p>District Teaching & Learning Team</p> <p>Principals</p> <p>Instructional Teacher Leaders</p> | <p>Schedules from all schools will ensure common planning time for all content-area teachers at every grade level.</p> <p>NPS elementary educators (K-5) will use data reports (e.g., iReady, DIBBELs) to make instructional decisions as measured by on-target math & ELA pacing guides and student progress based on data (developed in 3x annual data meetings).</p> <p>NPS educators will use data to make instructional decisions as measured by educator feedback from 3x annual data meetings.</p> | <p>Ongoing 2025-27</p> |
| <p>All staff will have access to and participate in diverse and differentiated professional development opportunities including:</p> <ul style="list-style-type: none"> ● Professional conferences ● In-service Professional Development ● Faculty & early release programs ● Curriculum Development Program ● In-class coaching ● Mentor/mentee Program for 1st & 2nd year teachers | <p>District Teaching & Learning Team</p> <p>Principals</p> <p>Instructional Teacher Leaders</p> | <p>NPS educators are prepared and supported for their classroom assignments as measured by a rating of “approval” based on the School Quality Measures data Teachers & The Teaching Environment category. (Data measures: teacher qualifications, professional community and effective classroom practices.)</p> <p>NPS Inservice programs are evaluated for effectiveness as measured by teacher completion surveys.</p> | <p>Data measurement spring 2026 & 2027</p> |

| | | | |
|--|--|--|-------------------------------|
| | | NPS Mentoring program is measured as “effective” based on new teacher reflections and completion surveys. | |
| <p>All staff will have a shared understanding of the Portrait of a Graduate (POG) vision and an understanding of how their work fits into the vision.</p> <ul style="list-style-type: none"> • POG Team designs and facilitates 2025-26 school year programs for Powerful Learning and student ambassadors • Central Office and Principals support scheduling on POG team and faculty-staff meetings | <p>Superintendent</p> <p>Principals</p> <p>Instructional Teacher Leaders</p> | NPS educators will participate in district and building-level programs designed and facilitated by a teacher-administrator team. | September 2025 & January 2026 |
| <p>Measurement Summary</p> <p>Focused data meetings, ongoing professional development opportunities, and continued Portrait of a Graduate initiatives will create a vibrant professional learning community as measured by teacher evaluation of programs (see above).</p> <p>Teacher reporting on the School Quality Measure Survey in the area of “Teachers and Teacher Leadership, Support for Teacher Development & Growth” will show improvement from “area of growth” to “area of approval” by the March 2027 survey.</p> | | | |

PROFESSIONAL CULTURE GOAL

Our goal is to create a school learning environment where every student, parent/guardian and staff member can proudly say, “I belong here.” Students who feel connected to school have both high attendance and high participation rates. In addition to measuring our impact on attendance, we will also continue to create opportunities for students to engage with school outside of the classroom through extracurricular activities, internship opportunities, and community partnerships.

Our District Improvement plan also prioritizes building a supportive and enriching community for our staff. We are committed to creating collaborative partnerships with our district unions (Newburyport Teachers Association, Instructional Assistants Union, and AFSCME).

| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
|--|--|---|-----------|
| Support an ongoing Attendance Response Team with funding and structural supports <ul style="list-style-type: none"> ● Attendance Supervisor ● District Attendance Team | Superintendent District Attendance Supervisor School Based Attendance Liaisons | The district will continue to meet or exceed the annual DESE accountability targets for reducing chronic absenteeism. All schools will have regular attendance meetings and the District will have vertical attendance meetings 3x annually. | 2026-2027 |
| Implement student and staff surveys in collaboration with the Education Commonwealth Project. (Parent surveys to be added in 2027-28) | Superintendent Principals | The district will begin building a School Quality Measure Dashboard using student & staff data. The initial data will set a baseline that will support formulation of district and school goals. | 2026-2027 |
| Support building principals in implementing building-specific climate and culture work with professional development and funding. <ul style="list-style-type: none"> ● Education Commonwealth Project Data analysis ● Extended Leadership Professional Development | Superintendent | District principals will participate in bi-weekly meetings and the Extended Leadership Team in monthly professional development. Effectiveness measured by: ECP Dashboard and ELT Feedback on PD programs | |

Measurement Summary

- The District will continue to meet or exceed the annual DESE accountability targets for reducing chronic absenteeism.
- The District will use the baseline data from the School Quality Measure to identify growth goals for 2026 and beyond

FAMILY & COMMUNITY ENGAGEMENT GOAL

The District will pursue a number of strategies to ensure families feel connected to the NPS vision and school operations.

| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
|--|--|---|---|
| <p>Communication Systems: The District will provide funding for systems to ensure all families and staff have easy access to information relating to the education of our students.</p> <ul style="list-style-type: none"> ● All systems support state and federal guidelines for accessibility and security ● Up-to-date and usable website ● Families receive regular communications from principals and the District ● Ongoing assessment of new communications tools and social media | <p>Superintendent Assistant Superintendent Systems Administrator</p> | <p>New platform for website</p> <p>Web and other communications comply with all state and federal guidelines.</p> <p>District Year in Review published and shared with community</p> <p>Superintendent Video News shared monthly</p> <p>Pilot Parent/Guardian Education Commonwealth Project Survey</p> | <p>July 2025</p> <p>Ongoing</p> <p>November 2025</p> <p>Ongoing</p> <p>March 2026</p> |
| <p>Community Partnerships: The District will continue its already active partnerships with a number of community organizations including:</p> <ul style="list-style-type: none"> ● Newburyport Education Foundation ● Parent Teacher Organizations ● Newburyport Human Rights Commission ● Newburyport Recreation and Youth Services | <p>Superintendent</p> | <p>Meeting Agendas</p> <p>Attendance at community events</p> <p>Friday Memo's / District communications</p> | <p>2025-2027</p> |
| <p>Superintendent's Advisory Council: The Superintendent will meet bi-monthly with a group representing parents/caregivers, educators, community members to actively solicit feedback on areas including: budget, strategic planning, community engagement</p> | <p>Superintendent</p> | <p>Feedback from the Advisory Council is reflected in the District Improvement Plan and Annual Reports</p> | <p>2025-2027</p> |

Measurement Summary

School Quality Measure data will be used as a baseline to measure 2026-27 parent/guardian engagement goals.

MANAGEMENT AND OPERATIONS GOAL

The District will ensure every student and staff member is able to learn in a safe and secure environment.

| Action Steps/Strategic Activities | Person(s) Responsible | Outcome and Measurement Evidence | Timeline |
|--|--|---|--|
| <p>Fiscal Systems: Ensure fiscal stability and effective procedures are in place.</p> <ul style="list-style-type: none"> Director of Finance will develop and present an entry plan to Superintendent. FY26 Budget is implemented and FY27 budget is developed | <p>Superintendent</p> <p>Director of Finance</p> | <p>Entry plan is presented and recommendations reviewed (January 2026)</p> <p>Budget process is complete (June 2026)</p> | <p>Ongoing</p> |
| <p>Environment: NPS will continue to implement capital improvement plans to ensure the safety and security of our students and staff.</p> <ul style="list-style-type: none"> MSBA Roofing Project NHS Media Lab District Technology Infrastructure Upgrades | <p>Superintendent</p> <p>Director of Finance</p> <p>Facilities Manager</p> | <p>MSBA project meets all deadlines</p> <p>NHS Media Lab room complete and planning for possible CTE pathway</p> <p>Ongoing infrastructure planning is reflected in a 5-year tech plan</p> | <p>2025-2027</p> <p>2025-2027</p> <p>Fall 2025</p> |
| <p>Human Resources: NPS will continue to implement recruitment and hiring strategies as well as induction and professional development programs to ensure highly qualified and experienced staff in every classroom.</p> <ul style="list-style-type: none"> Ongoing management of union relationships | <p>Superintendent</p> <p>Director of Human Resources</p> <p>Principals</p> <p>Assistant Superintendent</p> | <p>NPS is fully staffed with highly qualified staff</p> <p>NPS union relations reflect positive problem-solving and ongoing collaboration</p> <p>New teachers participate in a high quality induction and mentoring program</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
| <p>Staff Day Care Program: Open staff day care program and begin to build high school early childhood care Career Technical Education (CTE) pathway.</p> | <p>Director of Human Resources</p> <p>Daycare Director</p> | <p>Program begins operation in September 2025; Ongoing fiscal and program evaluation</p> <p>Submit grant for possible CTE planning</p> | <p>2025-2027</p> <p>Fall 2025</p> |
| <p>Measurement Summary</p> <p>NPS will continue to plan strategically to ensure our operations support the needs of our students and continue to allow the District to grow. Priority areas for this plan include induction of a new Director of Finance, management of key facility upgrades, ongoing support of human resources, and the opening of a new staff day care program.</p> | | | |

APPENDIX

| Mathematics achievement - MCAS average composite scaled score - Non-high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-----|--------|--------------------------------------|
| Group | 2023 Achievement | 2024 Achievement | Change | 2024 Target | N | Points | Reason |
| All Students | 497.5 | 499.0 | 1.5 | 499.5 | 911 | 3 | Recovery Path: Met Target |
| Lowest Performing | 475.7 | 479.1 | 3.4 | 481.8 | 174 | 2 | Recovery Path: Improved Below Target |
| High needs | 484.0 | 485.8 | 1.8 | 485.3 | 324 | 3 | Recovery Path: Met Target |
| Low income | 481.3 | 485.6 | 4.3 | 483.0 | 145 | 4 | Recovery Path: Exceeded Target |
| EL and Former EL | 472.7 | 476.3 | 3.6 | 475.2 | 48 | 4 | Path Forward: Exceeded Target |
| Students w/ disabilities | 484.3 | 484.1 | -0.2 | 486.5 | 219 | 1 | Path Forward: No Change |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| Asian | - | - | - | - | 18 | - | - |
| Afr. Amer./Black | - | - | - | - | 6 | - | - |
| Hispanic/Latino | 485.5 | 486.0 | 0.5 | 487.9 | 53 | 2 | Path Forward: Improved Below Target |
| Multi-race, Non-Hisp./Lat. | 512.3 | 515.0 | 2.7 | 514.2 | 22 | 4 | Path Forward: Exceeded Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 498.5 | 499.9 | 1.4 | 500.6 | 812 | 2 | Recovery Path: Improved Below Target |

| Mathematics achievement - MCAS average composite scaled score - High school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-----|--------|-------------------------------------|
| Group | 2023 Achievement | 2024 Achievement | Change | 2024 Target | N | Points | Reason |
| All Students | 508.2 | 506.9 | -1.3 | 510.3 | 192 | 0 | Recovery Path: Declined |
| Lowest Performing | 489.5 | 484.3 | -5.2 | 494.6 | 41 | 0 | Path Forward: Declined |
| High needs | 491.7 | 489.5 | -2.2 | 495.5 | 64 | 0 | Path Forward: Declined |
| Low income | 488.0 | 490.1 | 2.1 | 492.5 | 28 | 2 | Path Forward: Improved Below Target |
| EL and Former EL | - | - | - | - | 4 | - | - |
| Students w/ disabilities | 493.4 | 485.5 | -7.9 | 496.8 | 47 | 0 | Path Forward: Declined |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 1 | - | - |
| Asian | - | - | - | - | 2 | - | - |
| Afr. Amer./Black | - | - | - | - | 3 | - | - |
| Hispanic/Latino | - | - | - | - | 2 | - | - |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | 2 | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 511.1 | 508.0 | -3.1 | 512.9 | 182 | 0 | Recovery Path: Declined |

| English language arts achievement - MCAS average composite scaled score - Non-high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-----|--------|--------------------------------------|
| Group | 2023 Achievement | 2024 Achievement | Change | 2024 Target | N | Points | Reason |
| All Students | 501.7 | 500.5 | -1.2 | 504.3 | 914 | 0 | Recovery Path: Declined |
| Lowest Performing | 475.5 | 478.2 | 2.7 | 482.1 | 174 | 2 | Recovery Path: Improved Below Target |
| High needs | 486.4 | 486.5 | 0.1 | 488.1 | 325 | 2 | Recovery Path: Improved Below Target |
| Low income | 482.5 | 484.6 | 2.1 | 484.7 | 146 | 3 | Recovery Path: Met Target |
| EL and Former EL | 467.0 | 471.0 | 4.0 | 469.1 | 48 | 4 | Path Forward: Exceeded Target |
| Students w/ disabilities | 487.5 | 485.6 | -1.9 | 489.6 | 220 | 3 | Path Forward: Met Target |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| Asian | - | - | - | - | 18 | - | - |
| Afr. Amer./Black | - | - | - | - | 6 | - | - |
| Hispanic/Latino | 487.3 | 485.7 | -1.6 | 489.8 | 53 | 0 | Path Forward: Declined |
| Multi-race, Non-Hisp./Lat. | 513.1 | 516.3 | 3.2 | 515.0 | 22 | 4 | Path Forward: Exceeded Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 503.2 | 501.7 | -1.5 | 505.9 | 815 | 0 | Recovery Path: Declined |

| English language arts achievement - MCAS average composite scaled score - High school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-----|--------|--------------------------------------|
| Group | 2023 Achievement | 2024 Achievement | Change | 2024 Target | N | Points | Reason |
| All Students | 509.4 | 510.7 | 1.3 | 511.9 | 191 | 2 | Recovery Path: Improved Below Target |
| Lowest Performing | 487.0 | 485.0 | -2.0 | 492.1 | 41 | 0 | Path Forward: Declined |
| High needs | 489.6 | 495.0 | 5.4 | 492.9 | 64 | 4 | Path Forward: Exceeded Target |
| Low income | 482.9 | 494.4 | 11.5 | 486.8 | 29 | 4 | Path Forward: Exceeded Target |
| EL and Former EL | - | - | - | - | 4 | - | - |
| Students w/ disabilities | 493.1 | 492.0 | -1.1 | 495.8 | 46 | 0 | Path Forward: Declined |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 1 | - | - |
| Asian | - | - | - | - | 2 | - | - |
| Afr. Amer./Black | - | - | - | - | 3 | - | - |
| Hispanic/Latino | - | - | - | - | 2 | - | - |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | 2 | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 513.3 | 512.0 | -1.3 | 515.6 | 181 | 0 | Recovery Path: Declined |

Superintendent's Report



Zero The Hero Visits The Bresnahan School

Upcoming NEASC Visit

The visiting team will be in the district the week of September 29th. As you are aware, our high school completed its NEASC comprehensive self study that aligned with the NEASC Standards for Accreditation. NEASC visitation is an external peer review designed to support continuous improvement and validate the school's self-study against NEASC Standards. The visiting team will focus on the six key areas that were identified in the self study. Also central to the process is the Portrait of a Graduate, which outlines the transferable skills and dispositions all students should demonstrate by graduation and serves as the anchor for curriculum and instruction.

New England Association of Schools & Colleges (NEASC) - Priority Goal Areas:

- Integrate the Portrait of a Graduate into both curriculum and school culture.

- Complete written curriculum for all courses, including units of study with essential questions, content, skills, strategies, and assessments.
- Expand faculty voice and leadership to promote a culture that supports the holistic well-being of every student and fosters a collaborative professional environment.
- Reevaluate and improve programming and support systems for all students, including those with disabilities, ELLs, students on accommodation plans, and others with academic or emotional needs.
- Ensure that professional development is aligned with the school improvement plan and responsive to staff needs in support of student growth and well-being.
- Improve learning environments and invest in capital improvements to better support high-quality teaching, learning, and programming. (Note: While the NHS is a safe and welcoming environment, there is a clear need for additional flexible, multi-use learning spaces.)

NEASC Foundational Standards

Learning Culture: Commitment to equity, respect, and high expectations for all students.

Student Learning: Focus on depth of understanding, transferable skills, and authentic assessment.

Professional Practices: Ongoing professional growth, collaboration, and evidence-based instructional practice.

Learning Support: Systems of support to meet academic, social-emotional, and developmental needs of all learners.

Learning Resources: Facilities, time, financial resources, and staffing aligned to support student learning and school priorities.

Portrait of a Graduate NEASC Framework

- Defines the transferable knowledge, skills, and dispositions all students should demonstrate by graduation.
- Developed with community input; drives curriculum, instruction, and assessment.
- Focuses on preparing students for college, career, and civic life.

Education Commonwealth Project

Peter Piazza consultant working with the district with the ECP baseline data. He worked with the extended leadership team this summer and has been working with each building administration team in analyzing the school base data breakdown. Each school has identified a ECP team that will be receiving further training from ECP in preparing the data and how each school can implement the data into measurable goals for school improvement. The teams will continue to work on developing the baseline data and district dashboard.

NHS Media Lab Progress

Our high school will be having a ribbon cutting ceremony for the state-of-the-art Media Lab, creating an exciting new pathway for students in media production and broadcasting. This project has been made possible through the generous support of the Newburyport Education Foundation (NEF), and we are deeply grateful for their commitment to expanding opportunities for our students. The new space will be dedicated as the Cindy M. Johnson Media Lab, honoring Cindy's dedication and contributions to our school community. A ribbon-cutting ceremony is scheduled for October 28, and we look forward to celebrating this milestone together.

Zero The Hero Visits The Bresnahan School

Zero the Hero Visits the kindergarten classes marking the 10th day of school. He will be back for their big celebration on the 100th day in a few months. All the students were very excited to meet the real life superhero!