
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</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</p>	<p>2025-2027</p> <p>2025-2027</p>

	Leaders	training & early implementation (2025-26); sustainable implementation (2026-2027) NHS pilot math intervention class (2025-26)	2025-2027
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).			
Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Curriculum <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 	Assistant Superintendent Elementary Principals District Literacy Coordinator	Complete needs assessment, curriculum review, site visits Pilot three identified curriculum resources Select Resource and develop implementation plan	July 2025 Sep 25-Jan 2026 Jan-July 2026
Instruction <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 	District Literacy Coordinator K-8 Principals Literacy Coach	K-8 Writing Instruction Plan approved by principals and shared with educators Annual evaluation of writing program measured by implementation feedback (teachers) and student assessment (iReady, common assessment, MCAS)	Winter 2025 2025-2027 2025-2027
Assessment <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) 	District Literacy Coordinator K-8 Principals Literacy Coach	Completion of 3 common summative writing assessments at each grade level K-8 Implementation of 3X annual data meetings to include the analysis of DIBELS, common assessments, and iReady data	Winter 2026 2025-2027
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	<p>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></p> <p>NHS will implement three pathways (Environmental, Advanced Engineering, Healthcare) available and will work to start Early Childhood & Care, Multimedia Production & Broadcast.</p>	<p>Playful Learning: January 2025-June 2026</p> <p>Pathways: add engineering & healthcare fall 2026</p>
<p>Measurement Summary</p> <p>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).</p> <p>Effectiveness of the Playful Learning program will be measured by an outside evaluator using DIBELs scores.</p> <p>Pathways Program implementation will be measured by student participation in Pathways programs.</p>			

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>	Ongoing
<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