
NEWBURYPORT PUBLIC SCHOOLS



Newburyport High School

School Improvement Plan

2025-2027

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 High School Snapshot

School Overview

Newburyport High School strives for excellence. We believe that this quest for excellence is a partnership among all aspects of a student's life: home, community, schools, educators, and peers. NHS values the student as an independent, creative learner, and provides diverse learning environments to nurture different abilities and aspirations. NHS honors its traditions while embracing change and progress to prepare its students to succeed in a globally competitive world. ***Our mission is to foster a sustained passion for learning that each student will carry throughout life.***

Demographic Information

Total Enrollment (2024-25)	Four Year Graduation Rate
743	98.6%

Special Populations			
Title	% School	% District	% State
High Needs	27.2%	30.8%	55.8%
English Learners	2.4%	2.9%	13.9%
First Language not English	6.3%	7.0	27.2
Low Income	12.1	13.0	42.1
Students with Disabilities	18.0	20.9	20.6

SCHOOL CLIMATE AND ENGAGEMENT

Increase student engagement by incorporating the Portrait of a Graduate (POG) across NHS programming and curriculum. This will be measured by DESE VOCAL, NHS internal school climate surveys. (School Quality Measures will be included as a data point after its initial rollout.)

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Generate a vision statement that will articulate NHS's faculty beliefs about teaching and learning. Use this to clearly articulate how the POG integrates into teaching and learning.	ILT + Faculty	Vision statement agreed upon by the NHS faculty.	Fall 2025
Implement PD that helps NHS faculty generate a shared understanding of practices that promote powerful learning moments in the classroom.	ILT	Shared definition and best practices for powerful learning.	By Fall 2026
Continue to develop and redevelop curriculum maps aligned with grade level standards and the POG.	Teachers facilitated through Instructional Leadership Team	Completed maps that incorporate skills associated with the POG.	Summer of 2026
Continue to pilot POG "I Can" statements as a classroom reflection tool to help students recognize and value the "why" of a lesson or unit.	Teachers facilitated through Instructional Leadership Team	Finalize POG "I Can" statements through collection of student feedback as they are used during a lesson. (Spring 2025) Student feedback shows a greater understanding of the "why" of a lesson or unit that goes beyond learning the content. (2025-26) (Baseline Data Collected)	School Year 2025-26
Subject areas align performance tasks to POG alongside their course standards to support students in the creation of learning portfolios.	Teachers facilitated through Instructional Leadership Team	Student feedback shows a greater understanding of the "why" of a lesson or unit that goes beyond learning the content.	Baseline data collected 2025-26 School Year Increase baseline data by 10% 2026-27 School Year
Implement Generation 2 of POG ambassadors while ILT develops a plan to have all seniors serve as POG ambassadors.	Instructional Leadership Team	15 students present documentaries on their stories relative to the POG. (2025) A draft plan to have all seniors in the class of 2027 showcase their stories as it relates to the POG. (draft plan spring '26 - Implement '26-'27)	School Years 2024-26
Refine unit plans based on student feedback relative to their understanding of how learning activities connect with POG "I Can" statements.	ILT / Teachers	Student feedback reports used by teachers during common planning time. Notes from common planning show a summary of adjustments teachers make to plans based on feedback.	School Year 2025-26

Measurement Summary

Through the above strategies and activities, the NHS VOCAL student engagement score will increase to over 50 for the 2027 results. The average engagement score on VOCAL the past two years has been 49.5% (high end of “somewhat favorable.”) A score of 51 and higher is considered a “favorable” student engagement level.

Additionally, the Education Commonwealth Project (ECP) survey will have a 5% improvement in the school culture metric.

STUDENT LEARNING GOAL I

All students graduate with a post-secondary plan and are able to showcase their story relevant to their interests and the skills part of the Portrait of the Graduate. This will be measured through high school completion results, completed student portfolios, and advanced coursework completion.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Implement an advisory (MYCAP) curriculum by grade-level that helps students explore their interests and connect these to their learning experiences and post-secondary planning.	All Faculty facilitated through Guidance	Completed Advisory Curriculum from 24-25 school year feedback. (End of summer 2025)	Develop Curriculum - Summer 2024 Implement Curriculum - 2024-25 School Year
Collect teacher and student feedback to adjust and improve advisory lessons.	Guidance and Instructional Leadership Team	Feedback reports regarding the advisory curriculum.	Review Feedback - 2025 (Spring) Redevelop Curriculum - Summer 25 + Implement 25'26'
Reflect on outcomes of students who have served as POG ambassadors and develop a plan to have all seniors serve as POG ambassadors.	Instructional Leadership Team	A draft plan to have all seniors in the class of 2027 showcase their stories as it relates to the POG. (Spring 2026) Implement Class of 2027 portfolio development. (2026-27 School Year)	Finalized portfolio plan (Spring 2026) Implement Senior Portfolio (2026-27)
Use "I Can" statements to help students connect lessons or units to the POG as well as organize a portfolio of their work. - Teachers ID/and or develop quality performance assessments within curriculum - Teachers guide students to connect course products to skills of POG - Teachers guide students to upload quality work	Teachers facilitated through Instructional Leadership Team	All students (grades 9-12) have started to generate learning portfolios through use of School Links. (Spring 2026)	2025 - 26
		Students in the class of 2027 conduct a capstone project around their completed learning portfolios.	2027 (Spring)

products into their portfolio.			
Continue to implement tiered interventions of support for students who are identified as behind academically or socially/emotionally.	Student Support and RTI Team	Identified students all have a student support plan.	2024-27
Develop pathways to offer more accessible advanced and technical coursework. that lead to licensure opportunities in career areas and allow students to be dually enrolled in license courses and high school - Implement Environmental Pathway (2024-25) - Pilot Partnership with Peterson Trade School (2024-25) - Apply for Advanced Manufacturing and Healthcare and Social Assistance (2025) - Explore ch. 74 programming for Early Childhood Education and Broadcast Media. (2025-26) - Implement Advanced Manufacturing and Healthcare and Social Assistance ((2025-26)	College and Career Team Pathway Coordinator Principal	Program of Studies shows increased pathway/certification programming that lead to advanced coursework.	
Pilot math intervention block to support student readiness for advanced and technical coursework. (2025-26)	Math ILT/Pathway Coordinator		
Develop a marketing structure to help families be more aware of pathways, various opportunities beyond high school, and process students will do to develop their portfolios and post-secondary plans	Pathway Coordinator/Coll ege and Career Counselor/Princ	Portfolio of Communications	Develop structure to have a sustainable communication plan (2025-26) Implement Communication Plan (2026-27)
Measurement Summary Through the above strategies and activities, NHS will continue to meet or exceed targets as set by the State in the high school completion category of the DESE Accountability Report. Through the above strategies and planning, all Class of 2027 senior students (100%) will be able to showcase examples of their work relative to the competencies identified within the District's Portrait of a Graduate. Through the above strategies, successful completion of advanced coursework will increase by 5%. This measure will reflect the demographics of the high school.			

STUDENT LEARNING GOAL II

Improve academic achievement across all student groups as measured by MCAS, internal assessments, and student collection of work.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Refine teaching and learning cycles through common planning time by: - Utilizing the PEAR Assessment system to help teachers access student learning data quicker. (2024-25 school year) - Generate an interim assessment map for the core academic areas. (Summer 2025) - Conduct data dialogues around interim assessment results to plan reteach lessons and assign students in need of additional intervention during the Flex Period (Clipper Block). (2025-26 School Year) - Incorporating more frequent common formative assessments that support teachers developing reteach lessons during common planning time. (2026-27 School Year) - Exploring methods to increase frequency of common planning time	Teachers facilitated through Instructional Leadership Team	Common Planning Time agendas and notes show teams looking at student work and assessment results to plan upcoming lessons and supports. Clipper Block assignments show an increase in teachers assigning students. On-line assessments through PEAR are implemented.	2024-2027
Implement and refine common close reading strategies across disciplines. - Gr. 9 + 10 Participate in Landmark Outreach PD. (spring 2025) - Implement common close reading practices. (2025-26)	Teachers facilitated through Instructional Leadership	Classroom visits show students using common close reading strategies.	2024-26 School Year

Refine common close reading practices. (spring 2026)	Team		
Provide time for curriculum teams 6-12 to vertically align skills.	Principal	Aligned curriculum (spring 2026)	Sept. 2024 - Jun. 2026
Develop and implement academic interventions for students identified as lowest performing in math and ELA.	Student Support Team and Curriculum Teams	Academic intervention plans are in place for the students identified as lowest performing. (Fall 2025) A math intervention period is added to the school day. (Fall 2025) Pilot Clipper Block for Science, ELA, and Math tutoring. (Fall 2025)	On-Going
Math department participates in Building Thinking Classrooms PLC to promote student math talk and deeper conceptual understanding of math content.	Math Department	Classroom observations show students collaborating around math problems.	2024-26
Implement student attendance procedures and interventions with fidelity. Repeatedly communicated attendance procedures and expectations to families.	Asst. Principal - Student Support Team	Decreased chronic absenteeism.	On-Going
Measurement Summary Through the above strategies and activities, NHS students will meet or exceed achievement targets as set by the state and indicated through performance on MCAS. All students (100%) have work portfolios and are able to demonstrate and communicate their own growth in reading, writing, math, and science practices as measured by rubrics used for each respective practice.			

SCHOOL PROGRAMMING AND OPERATIONS

Newburyport High School has a building redesign plan that creates flexible and collaborative spaces designed to integrate curricular areas, support college/career pathways and promote student creativity.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Convene a group of teachers and staff to provide feedback on ways to improve building space as it relates to curricular and programmatic goals/objectives.	Interdisciplinary Bldg Team Facilitated by Admn	Meeting agendas and minutes.	2024 - 2026
Develop and share a plan that rethinks the design of basement spaces to support pathway programming and increase available classroom space on the academic floors.	Admn + Bldg Team	A draft plan.	2024 - 2025
Design a plan to incorporate and showcase student work and art products throughout the school.	Admn + Bldg Team	A draft plan. Student work products displayed throughout the bldg.	2025-26 Plan 2026-27 Showcase
Work with partners, school committee, state/federal grants, and city to identify funding sources to redesign spaces in the building. • Apply for additional pathways (2024-25) • Explore technical and chapter 74 funding sources (Fall 2025) • Continue to collaborate with partners (2025-26)	Admn + District	Funding.	2024 - 2026

Measurement Summary

Through the above strategies and activities, NHS will increase flexible and collaborative spaces that support cross-curricular learning. 2025-26 baseline data will be collected around cross-curricular learning.