
NEWBURYPORT PUBLIC SCHOOLS

Francis T. Bresnahan 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	Stakeholders
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

Francis T. Bresnahan School Snapshot

The Bresnahan Elementary School, which serves students from PK-3, is dedicated to providing a wide range of learning opportunities in a nurturing, inclusive, and engaging environment where every child is inspired to thrive academically, socially, and emotionally. Rooted in strong values and high expectations, we believe that every student can and will learn.

We celebrate each child not only for academic growth but for personal development, creativity, and contributions to our school community. By embracing a whole-child approach and working collaboratively with families and the broader community, we foster a supportive atmosphere that empowers students to discover their strengths and reach their full potential.

Whether through enrichment, intervention, or remediation, our teaching teams tailor instruction to meet the unique needs of each learner. As a trauma-sensitive school, we prioritize student well-being and build meaningful relationships through consistent, compassionate practices.

At the Bresnahan, the arts, social-emotional learning, and community connection are integral to the student experience—offering multiple pathways for children to explore, connect, and flourish. Guided by the core values of **be kind, be safe, be responsible**, the Bresnahan fosters a strong sense of community where students feel safe, supported, and empowered to learn.

Demographic Information

Total Enrollment (2024-25)	Grades Served
584	PK-3

Special Populations			
Title	% School	% District	% State
High Needs	27.9	30.8	55.8
English Learners	4.8	2.9	13.9

First Language not English	7.7	7.0	27.2
Low Income	13.5	13.0	42.1
Students with Disabilities	17.1	20.9	20.6

GOAL I: Bresnahan students will develop physical, social, and emotional wellness skills.

Goal Summary – Educators will effectively use schoolwide and classroom level (Tier 1 & 2) strategies to support the development of physical, social, and emotional wellness skills in students.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Provide ongoing, targeted professional development in areas such as safe and supportive schools, trauma-informed instruction, Positive Behavior Information System (PBIS), mindfulness, and restorative practices to ensure all students feel respected within the physical learning environment	Counselors, Classroom Teachers, Special Education Staff, Behaviorist, Principal, Assistant Principal, Instructional Assistants, Building Leadership Team, Trauma Cohort Participants, ThinkKids Trainees	Provide ongoing professional development (PD) on trauma-informed instruction, PBIS, mindfulness, restorative practices, and safe/supportive schools. Implement consistent PBIS behavioral expectations schoolwide. Increase staff capacity to use restorative practices and trauma-informed strategies. Hold monthly PBIS assemblies with positive behavior recognition. Use behavior reflection tools regularly (e.g., Reflection	100% of classrooms display and reference PBIS expectations by October 2025. Monthly PBIS assemblies held September 2025–June 2026. All students receive PBIS instruction during Morning Meetings by October 2025. Six staff trained in the School Wide Information System (SWIS), inputting monthly behavior data by November 2025. 10% reduction in office referrals by June 2026 (baseline 2024–25), with an additional 5–10% decrease by June 2027. 10–20 staff complete ThinkKids restorative practices training by June 2026. 80% of staff report increased confidence in restorative practices by May 2026 (survey).

		Sheets). Continue PD through staff meetings and ThinkKids partnership. Student Support Team (SST) meets weekly to implement behavioral interventions.	SST completes 10+ intervention cycles annually. Reflection Sheets consistently used and reviewed monthly.
Increase Tier 1 and Tier 2 behavioral supports in the classroom to reduce behavioral referrals and enhance student well-being and engagement.	Counselors, Classroom Teachers, Special Education Staff, BCBA, Principal, Assistant Principal, Instructional Assistants, BLT Team,	Implement daily Morning Meetings in all classrooms to build community. Facilitate teacher partnerships for collaboration and SEL strategy sharing. Deliver weekly SEL lessons aligned with behavior expectations. Provide PD on Tier 1 & Tier 2 interventions and culturally responsive practices. Monitor behavioral data monthly (SWIS, SST referrals, walkie calls) and adjust supports accordingly.	90% teacher partnerships finalized by Summer 2025. Complete Morning Meeting scope & sequence for all grades by Summer 2025. Two PD sessions on Tier 1 & 2 supports and one on Responsive Classroom practices scheduled for Summer 2025. 100% classrooms begin daily Morning Meetings by September 2025. 80% staff paired in teacher partnerships engaging monthly by Fall 2025. Weekly SEL lessons piloted in at least 50% of classrooms by October 2025. Monthly behavioral data collection begins September 2025. Mid-year data review and staff feedback survey by January 2026.

			Adjust SEL lessons and PD by February 2026. End-of-year data analysis and sustainability plan by June 2026. Continue refining and expanding Tier 1 & 2 supports through 2026–2027.
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Measurement Summary

Behavioral data will be tracked monthly through SWIS referrals, SST referrals, and walkie calls, with a goal to reduce referrals by 10% by June 2026 and an additional 5–10% by June 2027.

Staff capacity will be strengthened through professional development, with attendance monitored and surveys aiming for 80% of staff reporting increased confidence in restorative practices by Spring 2026.

Implementation will be ensured through regular walkthroughs and logs monitoring Morning Meetings, SEL lessons, and PBIS expectations, with quarterly fidelity checks.

Student recognition will be maintained through monthly PBIS assemblies.

Intervention cycles and collaboration around SST and Tier 2 supports will be documented and expanded over the growth years.

Restorative tools, such as Reflection Sheets, will be reviewed monthly and integrated into intervention plans to support student reflection and growth. Mid-year and end-of-year reviews will analyze all collected data and feedback to guide continuous program adjustments and sustain progress.

Goal II: Bresnahan Students will practice creation, innovation, collaboration and problem-solving.

Goal Summary – Educators will develop skills in and implement playful learning instructional strategies to enhance student engagement. Students will have opportunities for creative, innovative and collaborative problem-solving within the core curriculum.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Adopt a playful learning mindset that encourages joy and creativity in all learning activities, helping students develop collaboration, problem-solving, communication, and adaptability through play.	All Staff, Administration, Literacy Coach, Assistant Superintendent	Train all staff and administration on playful learning concepts through professional development and research-based resources (e.g., Project Zero/Harvard). Implement Professional Learning Communities (PLC) book study groups focused on <i>Pedagogy of Play</i> by Harvard Graduate School of Education. Integrate at least one project-based learning unit in every classroom during the 2025–2026 school year. Use school resources and community partnerships (gardens, alternative recess, library, art/music/STEM materials, senior center, NYRS) to increase playful and exploratory learning opportunities. Conduct administrative and coaching “walkthroughs” to identify and support playful learning practices using DESE guidelines.	Evidence of playful learning “look fors” documented during walkthroughs by administration and instructional coaches (ongoing through June 2027). By June 2026, 100% of classrooms will have implemented at least one project-based learning unit; continued implementation and refinement through June 2027. Completion and participation records for professional development sessions on playful learning tracked from June 2025 through June 2027. PLC book study groups held quarterly, with staff participation tracked from June 2025 through June 2027. Documentation of increased use of exploratory learning resources and community partnerships in classrooms maintained and expanded September 2025 through June 2027. Award of DESE Playful Learning Grant

			application received Spring 2026; continuation of grant work through 2027.
Measurement Summary Progress will be tracked through ongoing documentation of playful learning practices during administrative and instructional coach walkthroughs using DESE guidelines. Staff participation and completion of professional development will be monitored from September 2025 through June 2027. By June 2026, all classrooms are expected to have implemented at least one play-based learning unit, with continued refinement through 2027. Increased use of exploratory learning resources and community partnerships will be recorded regularly. Playful Learning Grant outcomes and related activities will be tracked starting Spring 2026 through 2027.			

Goal III: Bresnahan students will be literate across all disciplines.

Goal Summary – All students will have access to science-based literacy programs and high quality math programs.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Ensure 100% of students demonstrate measurable reading growth on DIBELS screenings.	Literacy Coordinator, Literacy Coach, Classroom Teachers, Title I Reading Interventionists, Principal, Assistant Principal, Special Education Teachers	Implement a school-wide DIBELS progress monitoring plan, screening “at or some risk” students monthly. Develop and launch a vertically aligned foundational reading scope and sequence across all grade levels. Review and revise Tier 2 and Tier 3 literacy interventions to align with best practices and student needs. Review and update classroom-based reading assessments to reflect current research and instructional approaches. Conduct monthly data meetings to analyze DIBELS results and guide instructional decisions. Provide ongoing professional development for staff in data-driven instruction and foundational literacy practices.	In Fall 2025, a school-wide progress monitoring takes place with intervention DIBELS screenings for all students identified as “at risk” or “some risk.” A foundational reading scope and sequence will continue to be implemented across all grades. Tier 2 and Tier 3 interventions will be reviewed for alignment with student needs. By Winter 2026, revised classroom-based reading assessments will be piloted, and ongoing data analysis meetings will track student progress and inform instruction. Adjustments to interventions and instruction will be made based on performance data. By June 2026, the goal is for at least 80% of students to demonstrate movement to a higher DIBELS risk category. Staff feedback will guide refinements for the next school year. In 2026–2027, monthly progress monitoring will continue, with instructional adjustments based on mid-year data reviews. By June 2027, the school aims for 100% of students to demonstrate growth, and 90% to meet or exceed benchmark. A

			sustainability plan will follow.
Continue strategic implementation of the Wilson Foundations Program in grades K–3 and Pre-K at Bresnahan.	Classroom Teachers, Title I Interventionists, Literacy Coach, Special Educators, Early Childhood Coordinator, Literacy Coordinator, Principal, Assistant Principal	Consistent, grade-level implementation of Wilson Foundations that supports early literacy development.	Daily Foundations lessons will be taught by K–3 teachers following the recommended pacing guides throughout the 2025–2026 and 2026–2027 school years. Literacy Coach will facilitate regular feedback sessions (1 x month) with teachers during both school years to monitor fidelity and address challenges. All new staff will complete a 1-day “Launch” Foundations training within the first 8 weeks of each school year (Fall 2025 and Fall 2026). Pre-K team and Literacy Coach will collaborate to integrate developmentally appropriate Foundations components (e.g., key word prompts, letter-sound routines) during both school years. Ongoing monitoring will ensure strategic program alignment and identify areas for adjustment by June 2026 and June 2027.
Continue implementation and refinement of the <i>MyView</i> Reading, Writing, and Comprehension Curriculum in Grades K–3.	Classroom Teachers, Literacy Coach, Building Administration, CEL leaders, Assistant Superintendent	Students will strengthen their literacy foundation through consistent, high-quality instruction in reading comprehension, writing, and foundational skills.	School Year 2025–2026: By June 2026, teachers will collaboratively develop and implement common writing assessments aligned with <i>MyView</i> units across all grade levels. A 5% increase in explanatory essay scores will be targeted, as measured by MCAS (Grades 3) and internal writing rubrics (Grades K–2). Grade-level reading comprehension assessments

			will be redesigned to reflect current best practices and <i>MyView</i> alignment, with piloting completed by Spring 2026. Teachers will receive ongoing coaching and professional learning to support curriculum fidelity and instructional planning, with progress monitored through classroom walkthroughs and grade-level team reflections. School Year 2026–2027: Assessment data (MCAS, internal rubrics, reading comprehension checks) will be analyzed in Fall 2026 to inform instructional adjustments and identify targeted supports. Revisions to the <i>MyView</i> implementation and assessments will be made based on 2025–2026 findings, with updated tools and training in place by November 2026. By June 2027, student growth in reading and writing will be measured to determine year-over-year improvement, with a target of sustaining or exceeding the previous 5% gain in writing performance. Ongoing collaboration through PLCs and coaching will continue to support consistency and curriculum effectiveness (see below)
Begin a structured curriculum review of the <i>MyView</i>	Classroom Teachers, Literacy Coach, Building	Form a curriculum review team including Classroom Teachers, Special Education Staff, Principal, Assistant Principal, and Literacy Coach.	Documentation of monthly curriculum review meetings and discussion notes (Sept 2024 – June 2026).

Reading, Writing, and Comprehension program at Bresnahan.	Administration, CEL leaders, Assistant Superintendent	Hold regular meetings to discuss MyView program strengths and challenges. Collect feedback from staff and students through surveys and focus groups. Analyze MCAS and DIBELS data to identify literacy strengths and areas for improvement. Use data and feedback to guide discussions on program effectiveness. Develop recommendations for next steps in literacy instruction.	Staff and student survey results collected twice per school year (December and May 2024–2026). Annual MCAS and iReady data reports aligned with MyView standards (Spring 2025 and 2026). Written summary reports of curriculum review findings and recommendations delivered by June 2025 and June 2026. Evidence of any curriculum adjustments implemented following review cycles, documented by end of 2026 school year.
Strengthen math instruction and intervention by leveraging i-Ready diagnostic data, curriculum, and targeted supports, while building staff capacity through professional training.	Math Coach, Math Interventionists, Classroom Teachers, Special Education Staff, Assistant Superintendent, Principal, Assistant Principal, CEL Leaders	Administer i-Ready Diagnostic Assessments in grades K–3 three times per year (fall, winter, spring) to identify student needs and guide instruction. Classroom teachers, math interventionists, and grade-level teams will analyze results to determine instructional groupings and set clear curricular goals. Facilitate monthly grade-level meetings with the math coach and interventionists to review data, share best practices, and adjust instruction to support differentiated learning and promote student growth. Use i-Ready Math curriculum with fidelity, focusing on clear learning goals, problem solving, multiple mathematical representations, and mathematical discourse during daily math instruction.	Fall 2025: Math Interventionists continue training on Math Recovery Fall 2025: Administer initial i-Ready diagnostic; begin math interventionist training on Bresnahan strategies; conduct first monthly grade-level data meetings. Winter 2025-2026: Administer second diagnostic; continue monthly meetings; ongoing intervention with progress monitoring; review fidelity of i-Ready curriculum use. Spring 2026: Administer third diagnostic; evaluate growth; adjust instructional groups and interventions for summer or following year. Summer 2026: Review and plan curriculum and intervention improvements based on data; provide additional training if needed.

		Provide targeted intervention to students qualifying based on screening and growth data, with math interventionists trained in Bresnahan-specific intervention strategies to enhance support. Monitor student progress weekly or biweekly through i-Ready growth reports and formative assessments such as exit tickets and unit tests to ensure students meet individual growth goals and modify interventions as needed.	Fall 2026 – Spring 2027: Repeat diagnostic cycles three times annually; continue monthly team meetings, ongoing intervention, training refreshers, and progress monitoring. June 2027: Comprehensive review of student growth data, intervention effectiveness, and instructional fidelity to inform next steps.
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Measurement Summary

Student literacy and math growth will be measured through multiple data points including DIBELS screenings, i-Ready diagnostics, formative assessments, and curriculum-aligned classroom measures. Progress will be monitored regularly via monthly data meetings to adjust instruction and interventions.

Success will be demonstrated by year-over-year improvement in Newburyport 3rd grade MCAS scores, targeting at least a 5% increase in writing and reading proficiency by June 2027, alongside 100% of students showing measurable growth on DIBELS and i-Ready assessments.

Ongoing curriculum implementation checks, staff training, and curriculum reviews will support sustained growth and program refinement as measured by pacing through the MyView and iReady Curriculum is on-target annually.

Goal IV: Bresnahan students will be civically engaged.

Goal Summary – School curriculum and culture program will provide all students with opportunities to engage in leadership and personal growth opportunities.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Strengthen and Sustain Composting Program to Promote Environmental Responsibility and Student Awareness	Principal, Teachers, Cafeteria Staff, Custodians, Black Earth Composting, City of Newburyport Employee, Green Team Student Representatives	Maintain compost bin and sorting stations in the cafeteria with signage to support proper sorting. Provide compost bins in all classrooms to reinforce daily composting habits. Continue student involvement through the Clipper Course Green Team after-school program. Engage parent and Senior Center volunteers to assist students with composting routines in the cafeteria. Collaborate with Black Earth Composting and City of Newburyport staff to ensure proper pickup and education. Provide refresher training for staff and students on compost procedures at the start of the school year.	The composting program will continue throughout the 2025–2027 school years with ongoing support from staff, students, and community partners. Refresher trainings and volunteer orientation will occur each fall. Weekly pickups will be monitored starting September 2025, with contamination data reviewed monthly. Green Team participation and compost practices will be assessed at mid-year and end-of-year check-ins.
Cultivate Student Leadership Opportunities and Amplify Student Voice	Classroom Teachers, Special Education Staff, Principal, Assistant Principal,	Students will produce and deliver daily Morning Announcement videos, fostering communication and presentation skills.	Fall 2025: Launch all student leadership initiatives including Morning Announcements, Clipper Course, Green Team,

	Assistant Superintendent, Counseling Team, BLT Team, Front Office Staff,	3rd graders will participate in the Leadership Clipper Course, developing responsibility and confidence as role models. Students will engage in community service through the Bresnahan Community Service Club (in partnership with NHS Interact students), promoting civic responsibility. Student leadership will be encouraged through involvement in the Green Team, Pollinator Garden, and other school-based initiatives. Monthly PBIS assemblies will include student speakers or facilitators to reinforce school-wide expectations and leadership presence. Student of the Month recognition will highlight positive contributions to school culture, leadership, and community. Participation in all activities will be tracked through rosters, event documentation, and student reflection, with adjustments made based on engagement and feedback.	and Service Club. Begin PBIS assembly participation and Student of the Month program. Monthly (Sept–June): Continue student-led Morning Announcements, PBIS assembly roles, and recognize Student of the Month recipients. Monitor and encourage involvement in leadership and service opportunities. Winter–Spring 2026: Conduct a mid-year review of student participation and engagement to inform planning and expansion. 2026–2027: Sustain all programs with minor refinements; expand student leadership roles across grade levels and increase opportunities for voice and choice within school-based initiatives
Continue Facilitating a Robust After-School Program through Clipper Courses and Community Partnerships	Principal, Assistant Principal, Director of NYS and YWCA, Office Staff, Custodians, Classroom Teachers, Counseling Team	Partner with the PTO and Newburyport Youth Services (NYS) to coordinate and expand Clipper Courses, offering enrichment opportunities for students after school. Maintain and deepen partnerships with NYS, the YWCA, and the Boys and Girls Club to provide accessible, high-quality after-care for Bresnahan	Fall 2025: Launch the Clipper Courses for the school year, in coordination with NYS and PTO. Finalize staffing, registration, and enrichment offerings. Ongoing (2025–2027): Clipper Courses offered in fall, winter,

		students. Utilize the extra-contractual staff hour to support staff involvement in Clipper Courses, encouraging staff-led clubs and interest-based sessions. Ensure YWCA representation on the School Council to strengthen school-community collaboration and enhance student programming. Track student participation data, aiming to provide meaningful enrichment experiences for 100–150 students annually, and monitor increased engagement year over year. Collect feedback from families and staff to assess program impact and guide future offerings.	and spring sessions each year. Continue after-care partnerships with NYS, YWCA, and Boys and Girls Club. Annually (Spring): Review student participation data and gather feedback from families and staff to evaluate and refine offerings. 2026–2027: Increase student access, diversity of offerings, and community collaboration, aiming to exceed 150 student participants annually.
Measurement Summary The composting program will be monitored weekly for pickups and monthly for contamination, with Green Team participation reviewed mid- and year-end. Annual fall training for staff, students, and volunteers will support program fidelity. Student leadership will be tracked through participation in Morning Announcements, leadership courses, service clubs, and school initiatives, with monthly engagement monitoring and mid- and year-end reviews guiding growth. The after-school program will track enrollment and attendance of 100–150 students annually, gathering family and staff feedback to improve quality. Partnerships with community organizations will be maintained through regular communication and reviewed annually to support program expansion.			

Goal V: Bresnahan students will be prepared for life after graduation.

Goal Summary – Through a focus on educator collaboration and home-school communication, all families/caregivers will have a clear understanding of their student’s progress on the elementary standards.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Develop Inclusive and Collaborative Teacher Learning Communities and Leaders	EL Leaders, Teachers, Principal, Assistant Principal, Coaching Team, Literacy Coordinator, Assistant Superintendent	Strengthen CEL Leaders’ capacity to amplify teacher voice and foster collaboration. Develop collaborative teacher leaders who share a collective responsibility for the success of all learners, including academic and behavioral support. Promote consistent use of common assessments to drive data-informed instruction. Implement a revised, standards-based report card aligned with end-of-year standards, transitioning from trimester to semester with a two-format design. Complete thorough curriculum mapping and ensure effective curriculum implementation.	2025-2026 school year: Lead 10 CEL meetings; finalize report card redesign; continue common assessment discussions September 2025: Launch revised standards-based report card and transition to semester system. 2025–2026 school year: Implement curriculum mapping; monitor and support curriculum use; continue CEL collaboration. June 2026: Complete curriculum mapping, common assessments and full implementation review.
Enhance Open and Proactive Communication with Families	Principal, Assistant Principal, Technology Integrator,	Foster ongoing, constructive communication between school staff and families, measured by qualitative feedback from monthly Bresnahan School Council meetings.	2024–2025: Conduct monthly School Council feedback; provide Seesaw staff training.

	Classroom Teachers, Counseling Team, Office Administration, Parents	Align school and family priorities around student learning, assessed through strengthened two-way communication across classrooms, full implementation by June 2026. Increase parent/guardian understanding of school operations, policies, and procedures (including the District Curriculum Accommodation Plan and Student & Family Handbook), monitored through attendance and feedback at events like coffee hours, Clipper Courses, and Veterans Day Assembly using Google forms. Increase parent participation in the classroom, in collaboration with teachers Maintain consistent, transparent updates via Weekly Wednesday communications, with community engagement tracked through Smore analytics.	Ongoing: Weekly updates and community events with ongoing monitoring and refinement. By the end of June 2025, all parents will have had the opportunity to visit their child's classroom
Measurement Summary Students will be well-prepared for life beyond graduation by benefiting from a collaborative and inclusive community of adults—including teachers, leaders, and families—working together with shared responsibility for all learners. This will be demonstrated through: ● strengthened teacher leadership and collaboration via CEL meetings ● effective use of data-driven instruction ● implementation of a revised standards-based report card ● proactive, two-way family communication that aligns school and home priorities, increases family engagement in classrooms and school events, and ensures clear understanding of school policies and procedures. ● Progress will be tracked through meeting participation, curriculum implementation reviews, parent feedback, classroom visitation rates, and ongoing communication analytics, with full implementation targeted by June 2026.			