
NEWBURYPORT PUBLIC SCHOOLS

Edward G. Molin 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

Edward G. Molin School Snapshot

Edward G. Molin Upper Elementary School in Newburyport, MA serves all 4th and 5th-grade students in a caring, inclusive, and engaging environment. Guided by the core values of **kindness, respect, and responsibility**, Molin fosters a strong sense of community where students feel safe, supported, and empowered to learn.

Students are celebrated not just for academic success, but for their personal growth and contributions to the community. Our school

embraces a whole-child approach—balancing high academic expectations with meaningful opportunities for social-emotional development and creative expression.

As a **trauma-sensitive school**, Molin prioritizes student well-being and builds strong relationships through consistent, compassionate practices. Teachers work closely in teams to support academic growth, social-emotional development, and a **positive school climate and culture**.

The **arts are an essential part of the Molin experience**, with visual art, music, and performance opportunities enriching the curriculum and giving students additional pathways to explore, connect, and thrive.

At Edward G. Molin Upper Elementary School, we believe in the power of relationships, creativity, and community to inspire learning that lasts a lifetime.

Demographic Information

Total Enrollment (2024-25)	Grades Served
310	4-5

Special Populations			
Title	% School	% District	% State
High Needs	34.2	30.8	55.8
English Learners	3.2	2.9	13.9
First Language not English	8.1	7.0	27.2
Low Income	13.9	13.0	42.1
Students with Disabilities	23.2	20.9	20.6

STUDENT LEARNING GOAL

All Molin students will receive support to improve individual student achievement while closing the achievement gap for high-needs students.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Continue current structure and schedule for PLCs to examine student data for progress from iReady and formative assessments, determine groupings and focused interventions, and set goals for student learning.	CELs, Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Curriculum Coaches, Interventionists	Outcome: Classroom Teachers will meet with their grade level team and interventionists to review diagnostic results to determine instructional groupings and set curricular goals. Teachers will use WIN time for enrichment and support. Measurement: As measured by formative and summative assessments (exit tickets, weekly team meetings, iReady scores, unit tests) to determine student progress toward grade-level benchmarks and plan for individualized student learning.	3rd year of iReady assessment 3x yearly deep data dive with coaches
Full Implementation of iReady Math Curriculum including professional learning for staff and systematically monitoring implementation.	Classroom Teachers, CELs, Principal, Asst. Principal, Math Coach	Outcome: Teachers will effectively implement the iReady Math Curriculum, resulting in improved student understanding and achievement in math. Measurement: By the end of the school year, 100% of teachers will complete designated professional learning sessions on iReady Math, and implementation will be monitored monthly through lesson observations with at least 90% adherence to the program components.	Ongoing
Continue structured curriculum review of MyView Reading, Writing, and Comprehension program in conjunction with piloting alternative literacy curricula.	Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Literacy Coach	Outcome: Staff discussions on what is working and what is not. Feedback from teachers and students. Deciding next steps with the literacy program. Measurement: Use MCAS/iReady data when available to guide discussions on the strengths and areas for improvement within the standards. Conduct student and staff survey.	Ongoing
Continue work with consultants	Special Education	Outcome: Continue PD with Landmark language-based consultant.	Ongoing

on identifying the variety of reading and language-based disabilities and matching appropriate programs to the specific student profile.	Staff, General-Ed Co-Taught Staff, Classroom Teachers, Principal, Asst. Principal, Literacy Coordinator, Consultant	Analysis of student data from start of LB programming. Measurement: Results from the language-based database analyzed for individual progress, groupings, and overall strengths/weaknesses. 80% of special-education staff certified in Orton Gillingham and Wilson reading programs.	
Measurement Summary The Molin School will increase student academic achievement as measured by meeting or exceeding standards in MCAS scores in the following areas: Grade 4: • ELA: from 46% to 49% (Year 1) to 52% (Year 2) • Math: from 56% to 59% (Year 1) and to 62 % (Year 2) Grade 5: • ELA: from 50% to 53% (Year 1) and to 56 % (Year 2) • Math: from 48% to 51 % (Year 1) and to 54% (Year 2) • SCI: from 44% to 47% (Year 1) and to 50% (Year 2) Additionally, we will achieve an SGP (Student Growth Percentile) average of 60 and close achievement gaps by 3% across all student subcategories.			

SCHOOL CULTURE GOAL

Promote the development of physical, social, and emotional wellness in all Molin students by implementing a trauma-sensitive, pro-social framework that fosters a strong culture of belonging.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Continued utilization of our robust PBIS program including working together so that all new and veteran staff have the same understanding of the supports and expectations, action for expected behaviors, positive reinforcement, and consequences.	Principal, Asst. Principal, All Teachers, Instructional Assistants, Explore Staff, PBIS Team	Outcome: PBIS team reviews data for consistency. Potential use of Google Forms to analyze behavioral data instead of SWIS. Yearly PBIS PD for all staff. Measurement: The PBIS team will review behavioral data monthly using Google Forms reports to ensure schoolwide consistency. Additionally, 100% of staff will participate in annual PBIS professional development, as tracked through attendance records.	Ongoing 24-25 Think Kids PD
Provide cyclical PD for Trauma and Learning and begin study of co-regulation and resilience-building strategies for staff and students.	Principal, Occupational Therapist, Counselors, Asst. Principal, Staff with Lesley graduate certification in Trauma & Learning, Teachers and Instructional Assistants	Outcome: Staff maintains a common understanding of trauma, impact on brain, and classroom/school support strategies. Develop an understanding of co-regulation and how to model it with students. Measurement: By the end of the 26-27 school year, 100% of staff will complete trauma-informed training sessions, with at least 85% demonstrating proficiency in understanding trauma impact and co-regulation strategies, as measured by pre- and post-training assessments and observations of classroom practices. By the end of the 26-27 school year, 90% of staff will demonstrate an understanding of co-regulation and effective modeling techniques through participation in training sessions and application in classroom observations or reflective self-assessments.	Ongoing
Continue administration and	Principal, Asst.	Outcome: Identify students who might be at risk or in need of further	Ongoing-Bimas 3x

analysis of the BIMAS (Behavior Intervention Monitoring Assessment System) each term and identification of students in need of social, emotional, and mental health support.	Principal, Counselors, School Psychologist, School Nurse, Classroom Teachers	assessments via analyzing BIMAS results. Measurement: Number of students receiving interventions from one assessment to the next in each category. Percentage of students at risk in each category. Interventions completed with students and their effectiveness. Analyzing year-to-year trends.	yearly
Engage staff in ongoing dialogue about the impact of family engagement on student learning and collaboratively identify and implement strategies to strengthen meaningful, supportive partnerships with families.	Principal, Teachers, Instructional Assistants, School Council, BLT	Outcome: Staff will deepen their understanding of the role of family engagement in student success and implement strategies that foster stronger, more supportive relationships between school and home. Measurement: By the end of the 26-27 school year, 100% of staff will participate in at least two professional learning or planning sessions focused on family engagement. Each grade level or team will implement at least one new family engagement strategy, with effectiveness measured through family feedback surveys.	25-26 26-27
Measurement Summary 100% of staff will participate in annual PBIS professional development, with attendance records submitted and verified. 100% of staff will complete trauma-informed professional learning. At least 85% of staff will demonstrate proficiency in trauma knowledge and co-regulation techniques, as measured by: • Pre- and post-training assessment scores (quantitative growth tracked). • Observation checklists or coaching rubrics during classroom walkthroughs. • At least 90% of staff will show evidence of applying co-regulation strategies through classroom observations or self-reflective assessments. We continue to analyze year-over-year BIMAS trends to evaluate progress and refine MTSS support. (The spring 2024-2025 school year BIMAS showed student conduct (96%), negative affect (93%), and cognitive attention (81%) at low risk. The social (96%) and work habits (97%) were in the typical/strength categories.)			

Each grade level or team will implement one new family engagement strategy. Effectiveness will be measured via family feedback surveys, with a goal of:

- At least 75% of families report positive experiences with new engagement efforts.
- Surveys will be disaggregated by grade and strategy type for meaningful comparison.

STUDENT VOICE AND LEADERSHIP GOAL

Redefine school success by aligning student outcomes with the Portrait of a Graduate, emphasizing the development of essential skills such as critical thinking, communication, collaboration, creativity, and citizenship, alongside academic achievement.

Molin School Initiatives	Person(s) Responsible for Implementation	Outcomes	Timeline
Create student learning showcases and reflection opportunities that highlight growth in Portrait of a Graduate competencies.	Counselors, Explore Teachers, CELs, Classroom Teachers, Special Education Staff, Principal, Asst. Principal	<i>Outcome:</i> Students will recognize and articulate their growth in essential skills through authentic experiences. <i>Measurement:</i> By June 2027, all grade levels will participate in at least one student-led showcase or portfolio reflection event, with 80% of participating students able to identify and reflect on at least one Portrait of a Graduate skill they developed.	Ongoing through 25-26 and 26-27 school years.
Expand opportunities for student agency and leadership by promoting student voice, choice, and responsibility through activities such as student council, classroom leadership roles, peer mentoring, school ambassadors, and participation in community service projects.	Counselors, Explore Teachers, CELs, Classroom Teachers, Special Education Staff, Principal, Asst. Principal	<i>Outcome:</i> Students will actively engage in leadership roles and demonstrate increased confidence, responsibility, and decision-making skills within the school community. <i>Measurement:</i> By the end of the 25-26 school year, at least 50% of 4th and 5th grade students will participate in one or more leadership activities, as tracked through student involvement records.	25-26 school year Continued into 26-27 school year

Measurement Summary

By June 2027, 80% of classes will participate in at least one student-led showcase or portfolio reflection event, such as student-led conferences, digital or physical portfolios, classroom exhibitions, writing for authentic audiences, etc.

By June 2027, at least 80% of students will be able to identify and reflect on one or more Portrait of a Graduate skills.

By the end of the 2026–2027 school year, at least 70% of 4th and 5th-grade students will participate in one or more leadership activities (e.g., student council, peer mentoring, classroom roles, school event planning).

PROFESSIONAL DEVELOPMENT GOAL

All elementary school teachers will engage in professional development to explore and integrate virtual reality, robotics, coding, playful learning, and media technology into their instructional practices to enhance student engagement and digital literacy.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Provide hands-on training workshops and collaborative learning sessions focused on virtual reality, robotics, coding, and media technology, allowing teachers to gain practical experience and share best practices for classroom integration.	Principal, Asst. Principal, STEM teacher, Technology teacher, Librarian, Classroom teachers	Outcome: Integration of robotics into classrooms. Integration of media technology as a form of communication. Measurement: Measure integrated technology use for projects at each grade level. 2 or more robotics and multimedia lessons yearly. Number of after-school technology & robotics clubs. PD with Technology Integrator.	2025-2027 Ongoing
Teachers will implement a playful learning approach across content areas, supported by ongoing professional development that provides strategies, resources, and collaborative opportunities to enhance student engagement and creativity.	Principal, Asst. Principal, STEM teacher, Technology teacher, Librarian, Literacy Coach, Classroom teachers	Outcome: Teachers will effectively incorporate playful learning strategies into daily instruction, resulting in increased student engagement, creativity, and ownership of learning. Measurement: By June 2026, 90% of teachers will demonstrate the use of playful learning strategies in lesson plans and instructional delivery at least twice per week, as evidenced by lesson plan reviews, classroom observations, and teacher reflections.	2025-2027 Ongoing
Measurement Summary By June 2027 - Each grade level will implement and document at least two robotics and/or multimedia-based lessons annually focused on problem-solving, collaboration, and digital communication. 80% of teachers will consistently use playful learning strategies in their instruction at least twice per week. 80% of teachers will use the Discover Friday Kits at least once monthly.			

