



REIMAGINE

TEACHING & LEARNING

CURRICULUM, INSTRUCTION, & ASSESSMENT DEVELOPMENT

In the winter of 2018, NPS launched a **multi-year process to develop skills-based curricula**. With a focus on engagement, skill development and data, this approach changes how our teachers design, deliver and assess instruction. To date, four cohorts of teachers have participated in workshops and teachers across the district have redesigned and reimagined **hundreds of new units of study**.

TEACHER LEADERSHIP

Investments were made to support **strong teacher leadership**. Curriculum Education Leaders (CEL) at the PK-8 level and Instructional Leaders (ILT) at the high school level are **facilitating professional learning communities** to guide the development cycle for curriculum, assessment, and instruction.

VISION FOR BILITERACY

With investments in the budget, we are pleased to have added four world language teachers at the Nock Middle School, allowing us to move forward on our aspirational vision of **providing all students with a pathway toward biliteracy**.

LITERACY INSTRUCTION

Elementary educators worked with literacy consultants from Hill for Literacy, Crafting Minds, and Keys to Literacy. PK-5 teachers began implementing **new literacy screening assessments, monthly data workshops, interventions to support identified students**, and a new word study program.



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SELF-DISCOVERY & PERSONAL ACHIEVEMENT

STUDENT VOICE

A collective focus on student voice has created opportunities and structures for student input on policy, curriculum and school culture. Capacity for expanding civic engagement and dialogue has been built in partnership with Essential Partners, Anti Defamation League's World of Difference Program, and other civic education projects. Educators across the district participated in **Student Shadow days**, dialogues, and professional development to build a **student-focused culture**.

STUDENT ADVISORY PROGRAMS

Faculty at Nock Middle and NHS have developed and implemented Advisory Programs, creating opportunities for every student to meet regularly with a trusted adult. These evolving programs include **individual goal setting, community building and academic coaching**.

WELLNESS PROGRAMS

With the support of Jacalyn Bennett and the Newburyport Education Foundation, NPS designed and built a combined **wellness-fitness center in the Nock/Molin School and a fitness center at NHS**. These innovative spaces allow us to reimagine our physical education curriculum and support the expansion of our social emotional programming.

INSTRUCTIONAL TECHNOLOGY

Nock Middle school began a 1:1 Chromebook program in the fall of 2017. Since that time, students are **using technology to explore and create**, and educators are incorporating new technologies to bring their curricula to life. The pressing needs of the past school year forced us to rapidly innovate, and we continue to pursue our goal of using technology to provide students in all grades with **flexible, personalized learning opportunities**.



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INTERNAL AND EXTERNAL RESOURCES

DUAL ENROLLMENT

Through these programs, students can enroll in college courses at Endicott College, Southern New Hampshire University, and Northern Essex Community College as early as their sophomore year. This year over **30% of NHS students were enrolled** in AP or Dual Enrollment classes.

NEWBURYPORT EDUCATION FOUNDATION

Generous support from the **Newburyport Education Foundation** allowed us to move forward with a number of **aspirational initiatives**: expanding PK-12 STEM Education (materials, machinery, NHS Tech Club, Sailbot), developing the Merrimack River Research Station, expanding place-based education programs, implementing a summer reading book project, supporting elementary literacy and instructional technology purchases, funding visual and performing arts festivals, and building the NHS Career Pathways Initiative.

SWASEY FOUNDATION

With the generous support of the Swasey Foundation, **educators across the district participate in hundreds of courses, workshops, and conferences every year**. We are proud to be a community of educators dedicated to creating a culture of learning.

SUPPORT PARTNERSHIPS

Enhancement of our PK-12 **social emotional resources** included the development of Bridge for Resilient Youth in Transition (BRYT) programs, the expansion of Signs of Suicide and the Screening, Brief Intervention and Referral to Treatment (SBIRT) programs, the addition of counseling/social work staff at the Bresnahan and NHS, as well as the addition of wrap around services for youth (in partnership with Home For Little Wanderers and the Middlesex Partnership for Youth).



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ORGANIZATIONAL DESIGN AND OPERATIONS

LATER START TIMES

Operational and staffing patterns were reexamined to allow for implementation of **later start times at the Newburyport High School and Rupert A. Nock Middle School**. After many years of community-wide discussion and planning, later start times became a reality.

IN-DISTRICT STUDENT SUPPORT

By reallocating resources, we expanded **in-district special education programming and invested in systems** to provide enhanced support and intervention for all students. Reading, math, and literacy positions were strategically expanded throughout the district. In consultation with experts, we are building specialized language-based and therapeutic programming across all grades.

ORGANIZATIONAL STRUCTURE

Each year the superintendent and his leadership team conduct a careful examination of existing structures and operational budgets. Analysis of student needs, budget requirements, and progress on our aspirational goals guide recommendations for reorganizing and adding positions at the school and district level.

ANNUAL BUDGET ANALYSIS

We analyze staffing patterns, programs and outcomes annually to ensure that our budget is focused on high-impact areas. Examples include: developing cost-effective educational schedules, leveraging grants to support program growth, and evaluating internal controls to allow for operational savings.



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A COMMUNITY OF STAKEHOLDERS

DIVERSITY, EQUITY, & INCLUSION

Students, staff and families across the district are collaborating with Culture7 Consulting to ensure that a cultural competency framework guides our work. Through professional development programs for staff, community read projects (e.g. Just Mercy by Bryan Stevenson), city group participation (e.g. Human Rights Commission, Commission for Diversity and Equity), and the establishment of parent-teacher groups (e.g. Middle School Parent-Teacher DEI Professional Learning Community), NPS has committed to the **ongoing work of creating a culture of belonging.**

UNION PARTNERSHIPS

Strong connections between district leaders and NPS school associations promote creative problem-solving and effective operations. With the success of students guiding every decision in the challenging 2019-21 school years, the NPS team **exemplified the power of "we are in this together."**

COMMUNITY COLLABORATION

Through partnerships with the NEF Business Coalition, the Newburyport Rotary Club, the Gulf of Maine Institute, the Alliance of Climate and Environmental Stewards, and many local businesses, **NPS students have opportunities to connect with local leaders, address local problems, and engage in civic action.**

PARENT PARTNERSHIPS

Whether through the Elementary School Parent Teacher Organization, the Special Education Parent Advisory Council, or School Councils, our parents and guardians are engaged and ready to help. By advocating for students, supporting the district budget, and addressing unmet needs, the **NPS parent community continues to help the district grow.**



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A CULTURE THAT CULTIVATES THE BEST IN ALL OF US

DISTRIBUTED LEADERSHIP

The District Leadership Team and building principals/assistant principals meet regularly to share best practices, learn from each other and make connections across the grade levels. **Teacher leader teams** at each building help guide operational and educational decision-making. And our Student Voice programs support us in furthering our **goal of enhancing student influence** on district decision-making.

School Committee Student/Staff Recognition Program: Our School Committee has **celebrated student and staff good news** with a recognition program scheduled at the start of every school committee meeting.

SHARING THE GOOD NEWS

Social Media: Principals at all schools launched Twitter accounts in 2019 and the Bresnahan School started a Facebook page. As we move forward, we will develop a comprehensive plan for more effectively using social media channels.

Local News: The Superintendent meets regularly with education reporters from the Newburyport Daily News and The Current. In addition, he has appeared several times on local radio and cable stations.

NCMHub: Through partnerships with the NCMHub, NPS events and programs have been broadcast to the greater Newburyport Community.

DIRECTOR OF COMMUNICATIONS & INSTRUCTIONAL TECHNOLOGY

The Superintendent has reallocated resources within the district to add a Director of Communications and Instructional Technology. The District will be analyzing our communication strategies, evaluating tools, and collaborating with families, staff, and students to **ensure effective and easy access to information**.



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SUPPORTS SO ALL STUDENTS ARE READY AND ABLE TO LEARN

TRAUMA SENSITIVE SCHOOLS

The Edward G. Molin School became a **trauma-sensitive school**. Eighteen educators enrolled in Lesley University's trauma-sensitive certification program and thirteen are currently certified. Teachers use the BIMAS (Behavior Intervention Monitoring Assessment System) regularly to identify students who may need additional social-emotional supports.

ALTERNATIVE DISCIPLINARY PROGRAMS

The Newburyport High School **partnered with the Positive Alternatives to Student Support (PASS) Program to offer an alternative to suspension**. This innovative intervention program connects young people to resources and supports to help them both academically and behaviorally. Through the Positive Behavior Intervention and Supports (PBIS) Programs, schools have used the **School Wide Information System (SWIS) to track and analyze disciplinary trends**, allowing PBIS teams to create effective and supportive prevention and intervention plans.

SCHOOL CULTURE PROGRAMS

Positive Behavior and Intervention Systems (PBIS) in grades PK-8 allowed the district to build shared approaches to **creating safe, supportive, and celebratory learning environments**.

Faculty at the Bresnahan and Molin School have incorporated a **Responsive Classroom model** with daily morning meetings to build community and positively support classroom management.

SOCIAL EMOTIONAL LEARNING & BEHAVIORAL HEALTH COORDINATOR

Recognizing the growing needs of our students, the Superintendent established a district level position to allow NPS to further **social-emotional learning programs**, provide professional development to staff, and **support the specific behavioral needs** of all our students.