

GOAL 1
Increase student engagement by incorporating the Portrait of a Graduate (POG) across NHS programming. This will be measured through the DESE VOCAL and the NHS Internal School Climate Survey.

| NHS Strategies/Activities | Person(s) Responsible for Implementation | Outcomes and Measurements | Timeline |
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| 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. | Spring - Summer of 2026 |
| Continue to pilot POG "I Can" placemats 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" placemats through collection of student feedback as they are used during a lesson. Student feedback shows a greater understanding of the "why" of a lesson or unit that goes beyond learning the content. | School Year 2024-25 |
| Explore instructional methods enhanced by the iPad that support more powerful learning moments in the classroom. | Teachers as supported by Technology Integrator, the iPad Teacher Team, and Professional Development. | Teacher toolkit on methods and strategies to incorporate the iPad into classroom instruction. | Sept. 2024 - Jun. 2026 |
| 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. A draft plan to have all seniors in the class of 2026 showcase their stories as it relates to the POG. | School Year 2024-25 |

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| <p>Begin cross-curricular planning with arts and the core academic areas to incorporate more opportunities for student choice/creativity to show understanding of course content.</p> | <p>ILT</p> | <p>Written curricular units that show integration of the arts into curricular areas.</p> | <p>On-Going</p> |
| <p>Develop tool to collect student voice/feedback around how lessons/units connect or do not connect to the POG. Use this feedback as means to adjust units and instruction.</p> | <p>ILT / Teachers</p> | <p>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 student feedback.</p> | <p>On-Going</p> |
| <p>Through the above strategies and activities, the NHS VOCAL student engagement score will increase to the mid-upper 50s. The average engagement score on VOCAL over the past 2 years has been 49.5 which is the high end of the "somewhat favorable" student engagement level. A score of 51 and higher is considered "favorable" student engagement level.</p> | | | |

GOAL 2**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.**

| NHS Strategies/Activities | Person(s) Responsible for Implementation | Outcomes and Measurements | Timeline |
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| Implement an advisory 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 | 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 - 2024-25 School Year |
| Use "I Can" placemats to help students connect lessons or unit to the POG as well as organize a portfolio of their work. | Teachers facilitated through Instructional Leadership Team | Students graduate with a portfolio of their best work that is connected to the skills part of the POG. | Sept. 2024 - Jun. 2026 |
| 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. | On Going |

Through the above strategies and activities, NHS will continue to meet or exceed targets in the high school completion category of the DESE Accountability Report.

Through the above strategies and planning, all students will be able to showcase their work relative to the skills identified within the District's Portrait of a Graduate.

GOAL 3
Improve academic achievement across all student groups as measured by MCAS, internal assessments, and student collection of work.

| NHS Strategies/Activities | Person(s) Responsible for Implementation | Outcomes and Measurements | Timeline |
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| <p>Refine teaching and learning cycles through common planning time by:</p> <ul style="list-style-type: none"> • Incorporating more frequent common formative assessments that support teachers developing reteach lessons during common planning time. • Utilizing the PEAR Assessment system to help teachers access student learning data quicker • Assigning students in need of additional intervention during the Flex Period (Clipper Block) • Exploring methods to increase frequency of common planning time | <p>Teachers facilitated through Instructional Leadership Team</p> | <p>Common Planning Time agendas and notes show teams looking at student work, assessment results to plan upcoming lessons and supports.</p> <p>Clipper Block assignments show an increase in teachers assigning students.</p> <p>On-line assessments through PEAR are implemented</p> | <p>2024-25 School Year</p> <p>Implementation of PEAR (min 2 by end of 1st semester with goal of 2-3 a quarter in 2nd semester)</p> <p>Common Planning Time Frequency (Proposal by mid-spring)</p> |
| <p>Implement common close reading strategies across disciplines.</p> | <p>Teachers facilitated through Instructional Leadership Team</p> | <p>Classroom visits show students use common close reading strategies.</p> | <p>2024-25 School Year</p> <p>Finalize 1st Semester</p> <p>Implement 2nd Semester</p> |

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| Build connections between high school and middle school curriculum teams so that teachers identify PD needs aligned to District Goals and supports 6-12 alignment and student learning. | Bldg Principal and Instructional Leadership Team | Aligned curriculum and instructional practices. | Sept. 2024 - Jun. 2026 |
| Develop and implement academic interventions for students identified as lowest performing. | Student Support Team and Curriculum Teams | Academic intervention plans are in place for the students identified as lowest performing. | On-Going |
| Implement student attendance procedures and interventions with fidelity. | Asst. Principal - Student Support Team | Decreased chronic absenteeism. | On-Going |
| <p>Through the above strategies and activities, NHS students will meet or exceed achievement targets as indicated through performance on MCAS.</p> <p>All students (100%) have work portfolios that show growth in reading, writing, math, and science practices.</p> | | | |

Newburyport High School has a building redesign plan that creates flexible and collaborative spaces designed to integrate curricular areas and promote student creativity.

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| <p>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.</p> | <p>Interdisciplinary Bldg Team Facilitated by Admn</p> | <p>Meeting agendas and minutes</p> | <p>2024 - 2026</p> |
| <p>Develop and share a plan that rethinks design of basement spaces to help integrate arts and technology across the curriculum.</p> | <p>Admn + Bldg Team</p> | <p>A draft plan</p> | <p>2024 - 2025</p> |
| <p>Work with partners, school committee, state/federal grants, and city to identify funding sources to redesign spaces in the building.</p> | <p>Admn + District</p> | <p>Funding</p> | <p>2024 - 2026</p> |

Through the above strategies and activities, NHS will increase flexible and collaborative spaces that support cross-curricular learning.