

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting AMENDED

Monday, March 18, 2024

6:30PM

SC Packet Checklist:	SC Business Meeting Agenda March 18, 2024	**
	SC Business Meeting Agenda Notes March 18, 2024	**
	SC Warrant March 18, 2024	**
	SC Special Business Meeting Minutes March 4, 2024	add
	SC Business Meeting Minutes March 4, 2024	add
	2023-2024 Data Review	**
	Student Opportunity Act (SOA) Presentation	**
	Student Opportunity Act (SOA) Plan 2024	
	School Choice Policy JFBB	
	Job Descriptions for Restructuring Plan	
	Policy GCA – Professional Staff Positions	
	List of Candidates – Whittier School Committee Rep	

** = modified

Newburyport Public Schools
School Committee Business Meeting - AMENDED
Monday, March 18, 2024

6:30 PM, Sr./Community Center, 331 High Street, Newburyport, MA 01950

The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Please note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 & streamed via <https://ncmhub.org/share/channel-9/>.

Business Meeting Agenda:

1. Call to Order
2. Public Comment
3. Staff Recognitions
- *** **short recess (2-3 minutes)** ***
4. *Consent Agenda (Warrant and 3/4/24 Minutes (special & regular business) – *possible Vote*
5. Student Representative Report
6. Newburyport's Whittier School Committee Reps - Check-in
7. 2023-2024 Data Review
8. *Student Opportunity Act 2024 – *possible Vote*
9. *2024-2025 School Choice – *possible Vote*
10. *Job Descriptions for Restructuring – *possible Vote*
11. *Appoint Newburyport School Committee Representative for Whittier Regional – *possible Vote*
12. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Juliet Walker
 - c. Fundraising Advisory Committee – Brian Callahan
 - d. CISL – Juliet Walker
13. Superintendent's Report
14. New Business

*Possible Vote

Adjournment

The School Committee reserves the right to call **executive session, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations, collective bargaining and/or potential litigation.

Newburyport Public Schools
School Committee Business Meeting

Monday, March 18, 2024

6:30 PM, @ Sr./Community Center, 331 High Street, Newburyport, MA 01950

AGENDA NOTES - AMENDED

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 or stream via <https://ncmhub.org/share/channel-9/>.

Business Meeting Agenda:

3. Staff recognitions:

Principal Nick Markos, Brenda Palmisano, and Eric Schildge will be recognized for their work preparing and presenting a workshop entitled "Amplifying Student Voice: A Workshop on Empowering Students through Effective Communication and Advocacy" at a national conference sponsored by the NASSP to be held in Nashville, TN in July 2024.

Principals Tara Rossi and Jamie Sokolowski will be recognized for their work preparing and presenting a workshop entitled "Healing Classrooms, Nurturing Connections: Empowering Teachers for Trauma-Sensitive Success" at a national conference sponsored by ASCD to be held in Washington, DC in March.

***** short recess (2 - 3 minutes) *****

4. *Consent Agenda (Warrant and 3/4/24 Minutes (special & regular business) – possible Vote

5. Student Representative Report: *NHS student representative will provide the report.*

6. Newburyport's Whittier School Committee Reps - Check-in

Brett Murphy and Donna Holaday, Newburyport's representatives on the Whittier Regional School Committee, will provide an update regarding recent school business.

7. 2023-2024 Data Review: *Assistant Superintendent LisaMarie Ippolito will present the results of the mid-year formative assessment. (see attached)*

8. *Student Opportunity Act 2024 – possible Vote

As part of the SOA, districts are required by DESE to submit a 3-year, evidence-based plan aimed at closing persistent disparities in achievement among student subgroups. Assistant Superintendent LisaMarie Ippolito will present the district's SOA plan, which requires School Committee approval prior to the April 1st submission deadline. (see attached)

9. *2024-2025 School Choice – possible Vote

Superintendent Sean Gallagher will provide an update regarding 2024-2025 school choice possibilities. The School Committee will determine the district's participation and number of students to be accepted, in accordance with the School Choice Policy JFBB. (attached)

10. *Job Descriptions for Restructuring – possible Vote

Superintendent Sean Gallagher will present job descriptions related to the restructuring plan to the School Committee for their review and approval. (reference Policy GCA: Professional Staff Positions) (attached)

Continued - next page

11. ***Appoint Newburyport Representative to the Whittier Regional School Committee**

– possible Vote

On March 31, 2024, Newburyport will have one vacancy for a School Committee Representative on the Whittier Regional School Committee as Donna Holaday's term expires. Four Newburyport residents have expressed interest in filling this vacancy. (list attached)

12. **Subcommittee Updates**

- a. Finance Subcommittee – Brian Callahan
- b. Policy Subcommittee – Juliet Walker
- c. Fundraising Advisory Committee – Brian Callahan
- d. CISL – Juliet Walker

13. **Superintendent's Report:** Budget update and Transportation Bid Update

14. **New Business**

- FYI: Upcoming Dates:**
- ✓ **Superintendent Advisory Council:** Tuesday, March 26 @ 6:30PM
 - ✓ **NAHS Induction Ceremony:** Thursday, March 28 @ 7:00PM
 - ✓ **Early Release Day:** Friday, March 29
 - ✓ **School Committee Business Meeting:** Monday, April 1 @ 6:30PM
 - ✓ **Community IFTAR:** Wednesday, April 3 @ 6PM / NHS Café
 - ✓ **Policy Subcommittee Meeting:** Tuesday, April 9 @ 7:00PM
 - ✓ **NHS School Council Meeting:** Tuesday, April 9 @ 5:00PM
 - ✓ **Finance Subcommittee Meeting:** Thursday, April 11 @ 9:30AM
 - ✓ **Early Release Day:** Friday, April 12

*Possible Vote

School
Committee

Warrant

WARRANT 8113

WARRANT 8113A

A-WARRANT

March 18, 2024

Warrant 8113	\$ 662,949.12
Warrant 8113A	\$ 61,228.30
A-Warrant	\$ 20,770.92

TOTAL of Warrant **\$ 744,948.34**

NEWBURYPORT SCHOOL COMMITTEE SPECIAL BUSINESS MEETING

High School, 241 High Street, Newburyport, MA 01950

Monday, March 4, 2024

Present: Mayor Sean Reardon, Sarah Hall, Juliet Walker, Andrew Boger, Brian Callahan, and Kathleen Shaw. **Absent:** Breanna Higgins

CALL TO ORDER / ROLL CALL

Mayor Sean Reardon called the School Committee Special Business meeting of the Newburyport School Committee to order at 5:30 PM. Roll call found all members present except Breanna Higgins.

Interviews for Newburyport Representative for Whittier Tech School Committee

- Mayor Sean Reardon explained the format of the interview process.
 - Candidates will be interviewed in alphabetical order.
 - Each candidate will be provided a maximum of 5 minutes to address the School Committee.
 - A question / answer period will follow after each candidate (up to 10 minutes).
- Four candidates addressed the School Committee:
 - Mary DeLai
 - Donna Holaday
 - Carolyn Layzer
 - Owen Smith
- Upon completion of the interviews, Mayor Reardon thanked the candidates for their interest and participation. The School Committee will take the next few weeks to review the candidates.
- A vote will take place at the March 18th School Committee Business meeting.

ADJOURNMENT:

Motion:

On a motion by Brian Callahan and seconded by Mayor Sean Reardon it was

VOTED: to adjourn the Special Business meeting of the Newburyport School Committee at 6:34 PM.

Motion Passed

Absent: Breanna Higgins

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING

High School, 241 High Street, Newburyport, MA 01950

Monday, March 4, 2024

Present: Mayor Sean Reardon, Sarah Hall, Juliet Walker, Andrew Boger, Brian Callahan, and Kathleen Shaw. **Absent:** Breanna Higgins

CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE

Mayor Sean Reardon called the School Committee Business meeting of the Newburyport School Committee to order at 6:39 PM. Roll call found all members present except Breanna Higgins.

Mayor Reardon paused for a moment of silence in remembrance of Reverend Helen Murgida of the First Religious Society.

All those present stood for the Pledge of Allegiance. At this point in the meeting, Sarah Hall took over.

Public Comment – none

Student Recognition

Grade 3 student Robbie Edwards was recognized for exceeding the MCAS Alt exam and for being recognized by Commissioner Reilly for her extraordinary achievement.

CONSENT AGENDA

Warrants

Motion:

On a motion by Brian Callahan and seconded by Mayor Sean Reardon it was

VOTED: to approve, receive and forward to the City Auditor for payment the following Warrant:

Warrant 8112	\$126,899.03
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Motion Passed

Breanna Higgins absent

Minutes

Motion:

On a motion by Mayor Sean Reardon and seconded by Brian Callahan it was

VOTED: to accept the minutes of the February 27, 2024 School Committee Business meeting as presented.

Motion Passed

Breanna Higgins absent

Student Representative Report

NHS student, Theo Roberts, provided the student report that included highlights of the Bresnahan Clipper Readathon, Molin's after-school Drama Club, CPR training at the Nock, and NHS sports (attached).

Principal/School Council FY25 Budget Presentations

- Superintendent Sean Gallagher provided a brief review of the proposed overall FY25 Budget, explaining, that at this time, the change to the City's appropriation of the FY25 Level Service Budget from last year is 6.65% (overall is 4.12%), and the City's appropriation of the FY25 Aspirational Budget from last year is 7.05% (overall is 4.57%).
- Principals from each school presented their proposed FY25 Budget: Jamie Sokolowski (Bresnahan), Tara Rossi (Molin), Nick Markos (Nock) and Andy Wulf (High School). The principals thanked their School Council for their participation with the SIP and budget process during the past year. Each principal presented a review of their school's accomplishments, ongoing work, school improvement goals, and FY25 budget related investments.

District-wide FY25 Budget Presentation

- Superintendent Sean Gallagher thanked the building principals, Central Office and all budget holders for their work developing the proposed FY25 Budget.
- District budget recommendations for Building & Grounds, Special Education and Operations were reviewed by the Superintendent, along with next steps in the budget process and the recent exploration of creating an onsite daycare for school employees.

2024-2025 School Calendar

- Brian Callahan suggested early release days should fall before Monday holidays or before vacation dates.
- Superintendent Sean Gallagher will present absenteeism data for early release days and Friday before vacations at the next school committee meeting.
- Mayor Reardon commented that when the school calendar is reviewed next year, the "school start date" may need to be moved due to the Juneteenth holiday.

Motion:

On a motion by Mayor Sean Reardon and seconded by Juliet Walker it was

VOTED: to approve the 2024-2025 School Calendar as presented, in accordance to Policy IC/ICA School Year Calendar.

Motion Passed

Brian Callahan voted – Present

Breanna Higgins absent

SUBCOMMITTEE UPDATES

Finance Subcommittee

- Brian Callahan reported the next meeting will be held with City Council at 5PM on March 14th in the Nock library.

Policy Subcommittee – no update

Fundraising Advisory Committee – no update

CISL Subcommittee – no update

Superintendent's Report

- **FY24-25 School Choice**: The Superintendent reviewed school choice projections for next year, suggesting that openings may be possible in grade 2, grade 4, and grades 5 thru 10. He hopes to be ready for further review and vote at the March 18th School Committee meeting.
- **Greenlights Grant Initiative**: COPS will be offering a Secure Our Schools grant (SOS), which offers federal funds to assist with development of school safety. The area NPS would fit into is under security upgrades that are either in-process or already in-place. It is anticipated the grant will be released in mid-March. NPS has begun working on this with a few area districts that have previously received this funding.
- **Genocide Grant**: This is a competitive grant that teaches about the holocaust. The district applied, and is awaiting official notification that we will be receiving \$40K. Part of the funding will be used to bring a play to the Nock, *Terezin – Children of the Holocaust*, in addition to professional development and DESE curriculum.
- **Tiered Focus Monitoring**: The district has completed tiered focus monitoring for Special Education, Food Services and the EL program. Assistant Superintendent Lisa Ippolito explained the various stages of the recent EL program review. She was thrilled to share that the state reported “no findings” and expects the formal message from the State to be sent to the district soon.
- **Title Grants**: The district has submitted for Title 1, 2 and 4A grants and is waiting to hear back. Assistant LisaMarie Ippolito explained the submission process, areas looked at, and what the funding is used for.

New Business

- SEPAC will hold a Meet & Greet at 6PM at the Nock on March 13th. Recently hired Student Services Director, Brad Brooks, will be attending.
- Mayor Reardon shared that the first meeting of the Whittier Task force will be held this week on Wednesday (March 6).

ADJOURNMENT

Motion:

On a motion by Juliet Walker and seconded by Brian Callahan it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:32 PM.

Motion Passed

Absent: Breanna Higgins

City of Newburyport
School Committee Business Meeting
Newburyport High School, March 4, 2024

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Student Representative Report, Submitted by Theo Roberts

Bresnahan Elementary School:

The Clipper Readathon will kick off 3/15-3/29! One highlight of this event is that every student will be able to attend a library campout during the school day- where they will sit around a campfire to listen to a read aloud and then read in pop-up tents. Parents and older students can also read to the younger students. Thank you to the PTO for planning and supporting this program.

Edward Molin Upper Elementary/Rupert Nock Middle Schools:

The after-school drama club is back at the Molin. It is being organized by Stephanie Philips and Shannon Booth. Stay tuned for the performance of their upcoming production "Seussical". The Molin is also beginning its planning of the annual STEM Showcase, which allows students to explore their interests and curiosities in the sciences and mathematics.

The Nock Middle School has teamed up with the Director of School Health Services, Katie Vozeolas, to provide training to all 7th grade students in Hands-On CPR. The program entitled "You Can Save a Life" and will be provided to all of our 7th graders during the Advisory/Explore block during the next 4 weeks. Students have hands-on experience with their own manikin, in addition to learning about the heart and events that may lead to a cardiac arrest, and the importance of calling 911 and getting an AED (Automated External Defibrillator).

Newburyport High School:

Congratulations to Boys Hockey and Boys and Girls Basketball on moving forward in the MIAA tournament. Boys Hockey is in the elite 8 and will play Wednesday against Woburn. Boys and Girls Basketball are in the Sweet 16. Both will play tomorrow night. The boys will play Tantasqua Regional at home and the girls will play Watertown.

Newburyport Public Schools

23-24 Data Review

Presented By:
LisaMarie Ippolito



The Mission of All Stakeholders in NPS

Newburyport Public Schools, the port where tradition and innovation converge, strives to ensure that each student achieves intellectual and personal excellence and is equipped for life experiences. We seek to create a system distinguished by students, staff, and community who:

- *practice kindness and perseverance;*
- *celebrate each unique individual;*
 - *value creative, experiential, rigorous educational opportunities, scholarly pursuits and lifelong learning;*
- *provide a nurturing environment for emotional, social, and physical growth; and understand and embrace their role as global citizens.*

Why do we assess our students?

- To inform instruction
- To gather data about what students know prior to beginning instruction (*pre-assessment*)
- To continually gather data about how well students are understanding during instruction (*formative assessment*)
- To adjust instruction and reteach when necessary in an effort to ensure that all students can be successful in the end (*summative assessment*)

Who Uses the Data Collected?

- District Data Team – established 22-23
- School-based Data Team/CEL
- Grade Level Teams (GLT)
- Student Support Team (SST)
- Communication to families
- **Adjust instruction for individual or group of students**
- Make budget decisions

How is the data used in Newburyport?



DATA MEETINGS

Data-Driven Decision Making

- Data meetings will be held after universal screening periods to look at the results of all students.
- Anticipated Outcomes of Data Meetings
 - Students identified as in need of reading or math intervention
 - Instructional focus area(s) are identified for students intervention
 - Student groups, provider, and schedule for Intervention is established
- Progress monitoring meetings will take place after intervention cycles to look at the results of students receiving intervention.
- Anticipated Outcomes of Progress Monitoring Meetings
 - Student progress will be analyzed
 - Decisions made about need to continue intervention and potential changes to next intervention cycle (frequency, duration, program, grouping, etc.)
 - Other students brought to the team for discussion



DIBELS Amplify



(Dynamic Indicators of Basic Early Literacy Skills)

DIBELS Subtests

The DIBELS measures include six individual tests that focus on the big ideas and critical skills of beginning reading.

<u>5 Areas of Reading</u>	What is it? Why is it important?	DIBELS Measures
Phonemic Awareness	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF) or Initial Sound Fluency (ISF) Phoneme Segmentation Fluency (PSF)
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF) Word Reading Fluency (WRF)
Reading Fluency	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF) Word Reading Fluency (WRF)
Vocabulary	Vocabulary refers to your child's knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read.	
Reading Comprehension	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	Maze

Yellow Highlights Indicate subtests observed for Early Literacy Indicators for Reading Difficulties

Test of Related Early Literacy Skills

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)
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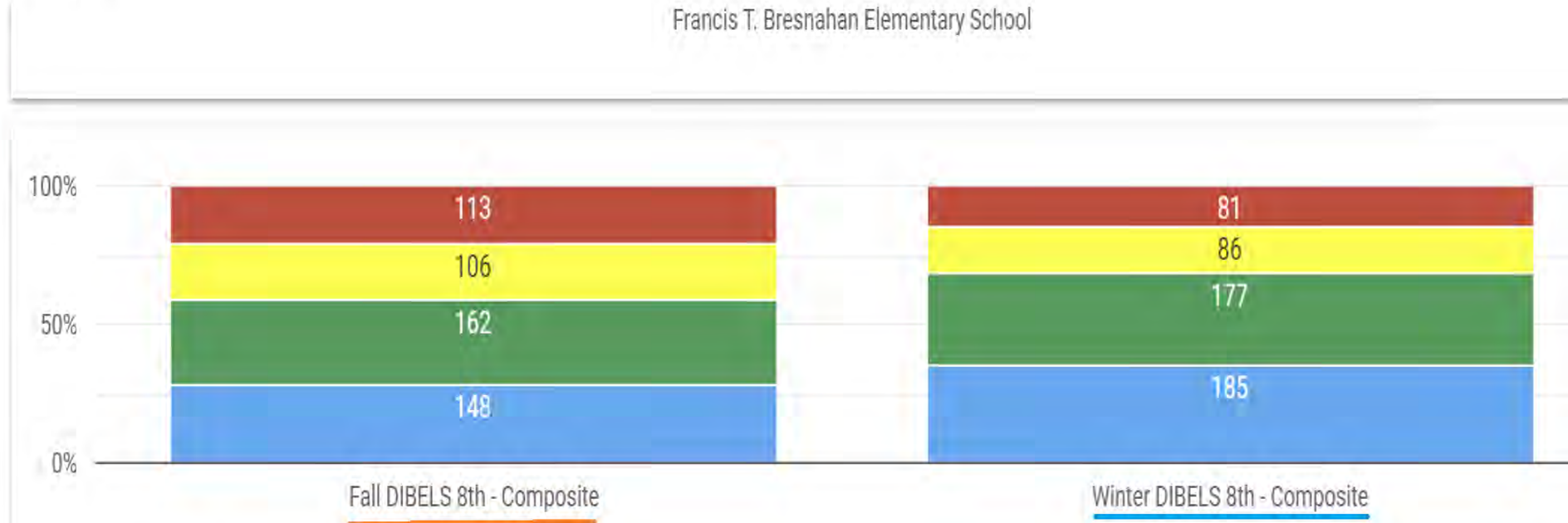
K-3 Dibels Data – BOY (Beginning of the Year) and MOY (Middle of the Year)

Francis T. Bresnahan School 23-24

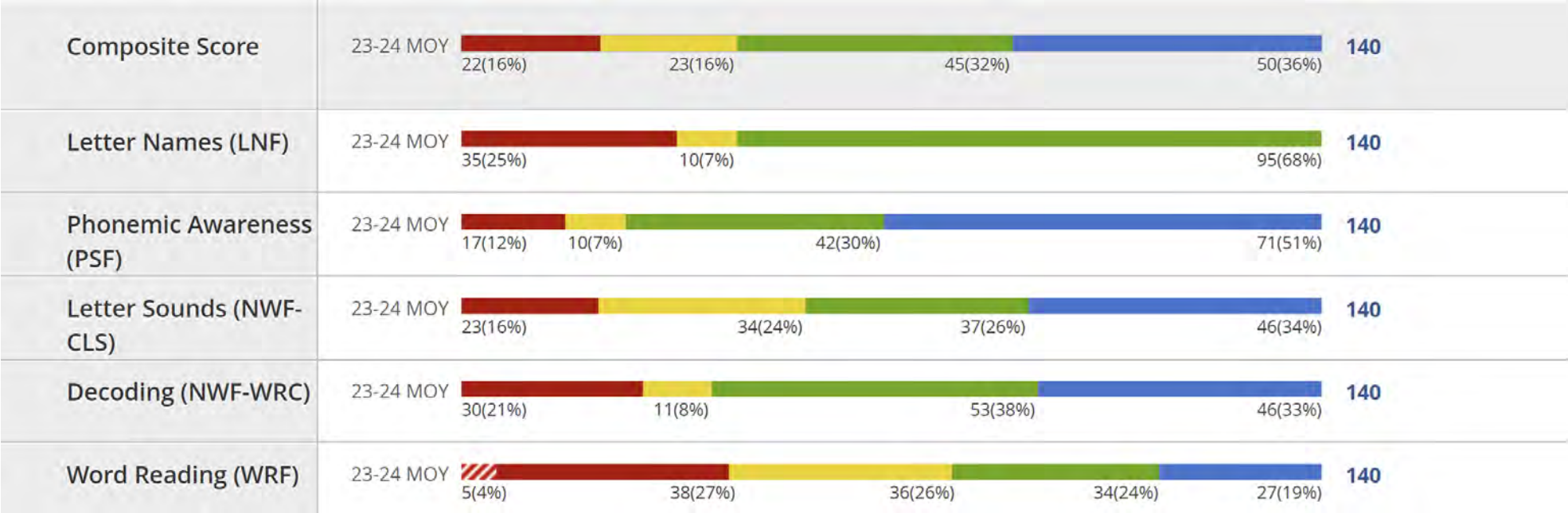
Newburyport Analytics



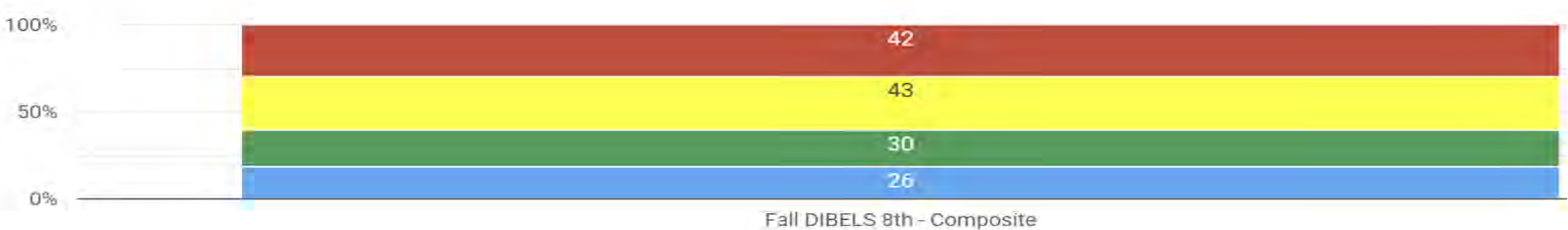
Number of students is represented



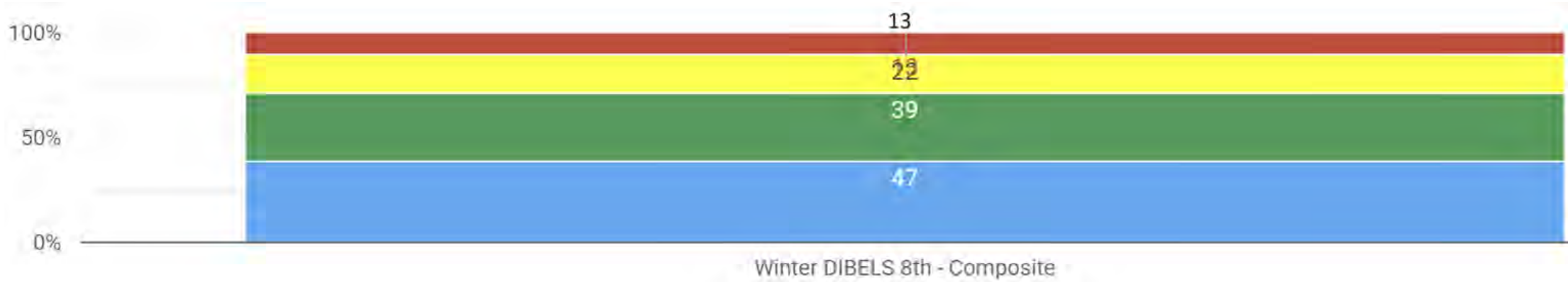
Kindergarten MOY Dibels



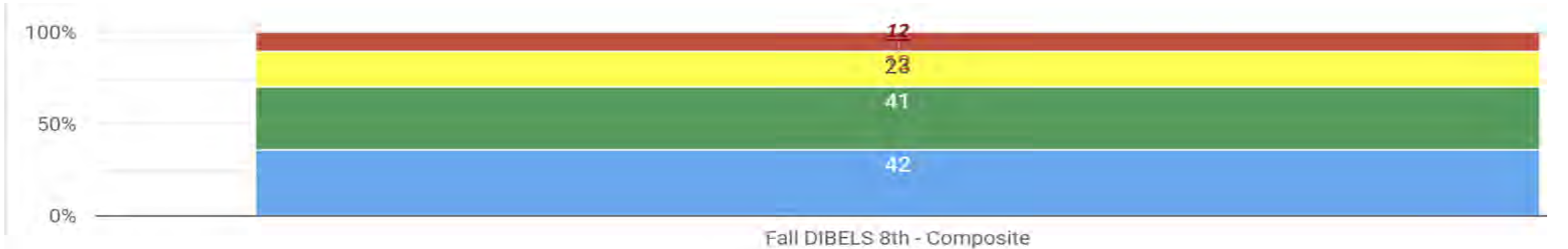
Kindergarten BOY Dibels



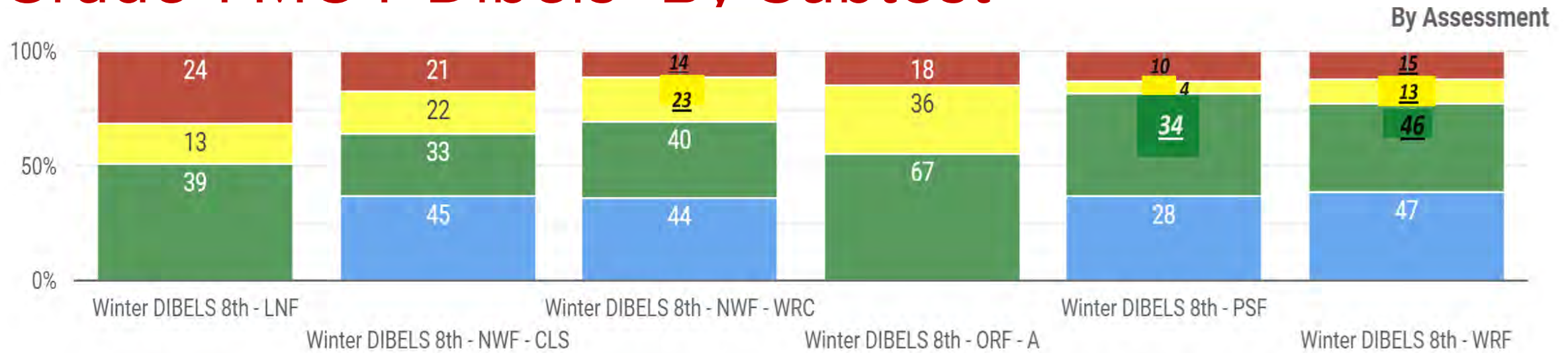
Grade 1 MOY Dibels



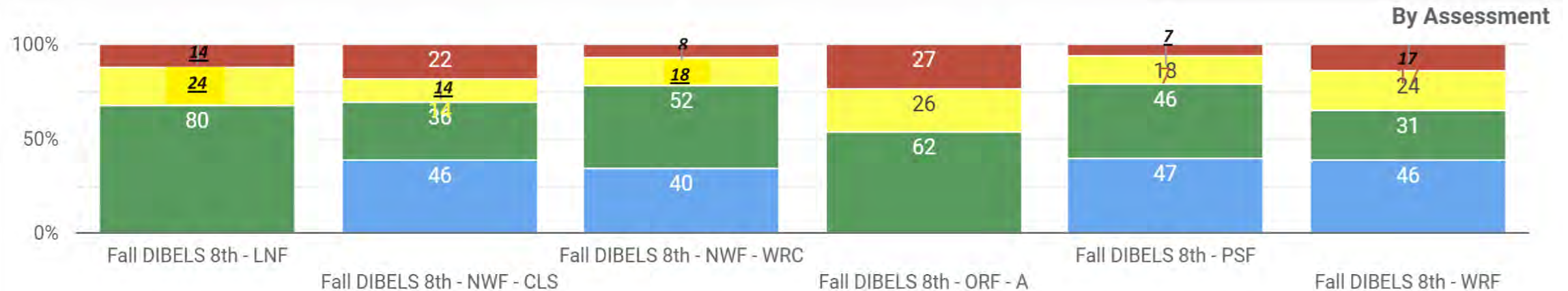
Grade 1 BOY Dibels



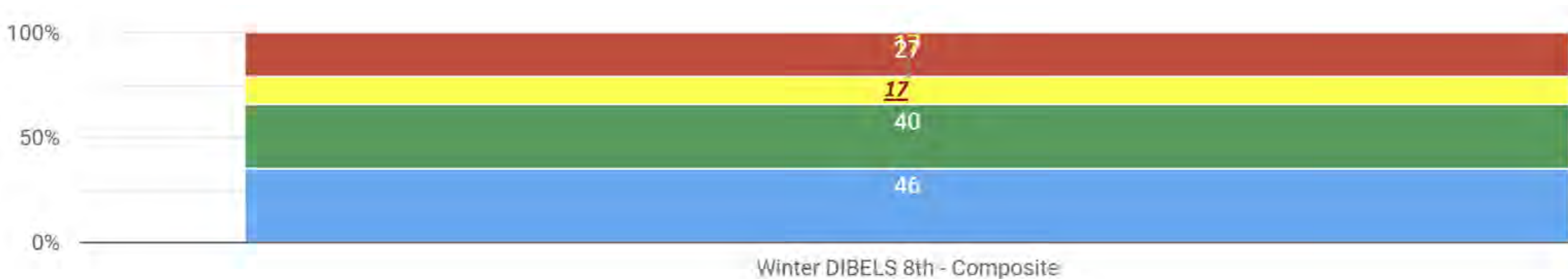
Grade 1 MOY Dibels- By Subtest



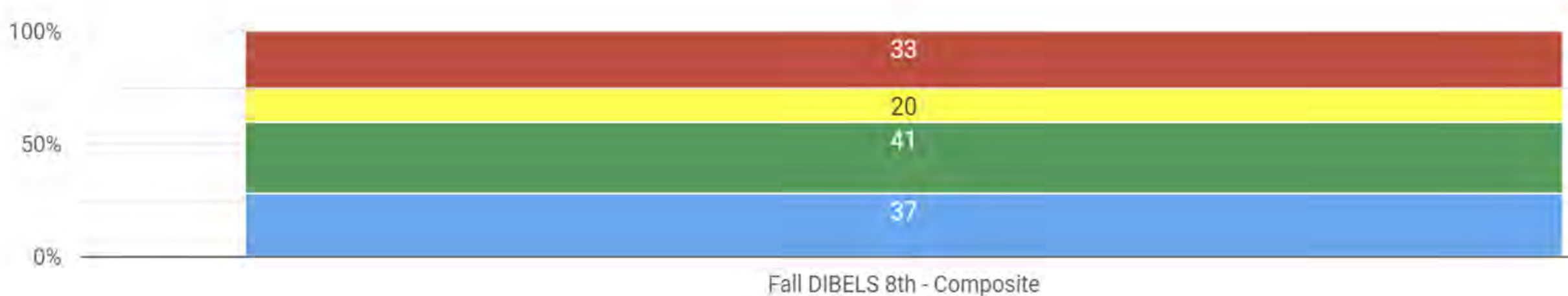
Grade 1 BOY Dibels – By Subtest



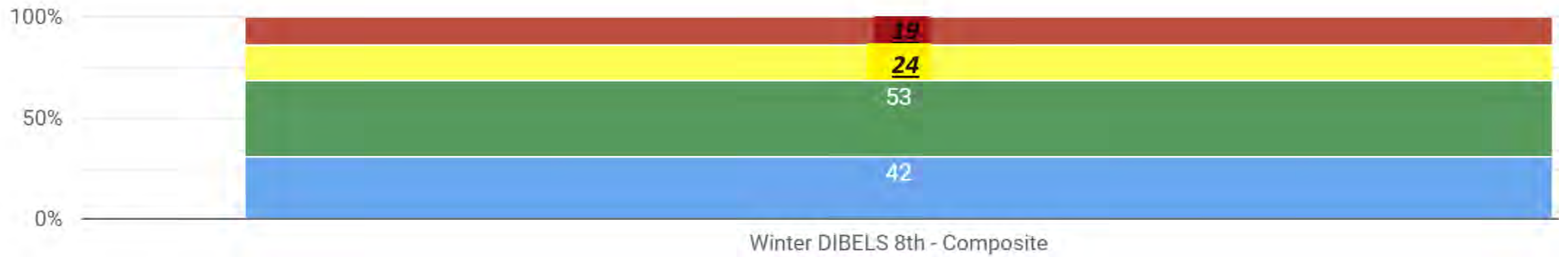
Grade 2 MOY Dibels



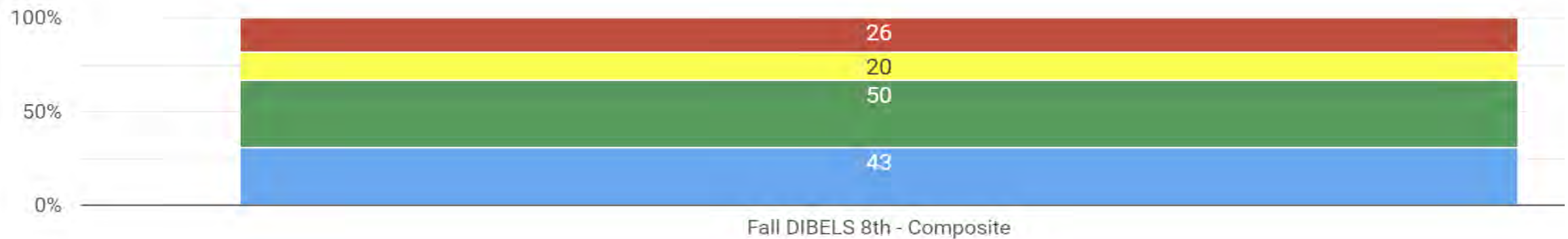
Grade 2 BOY Dibels



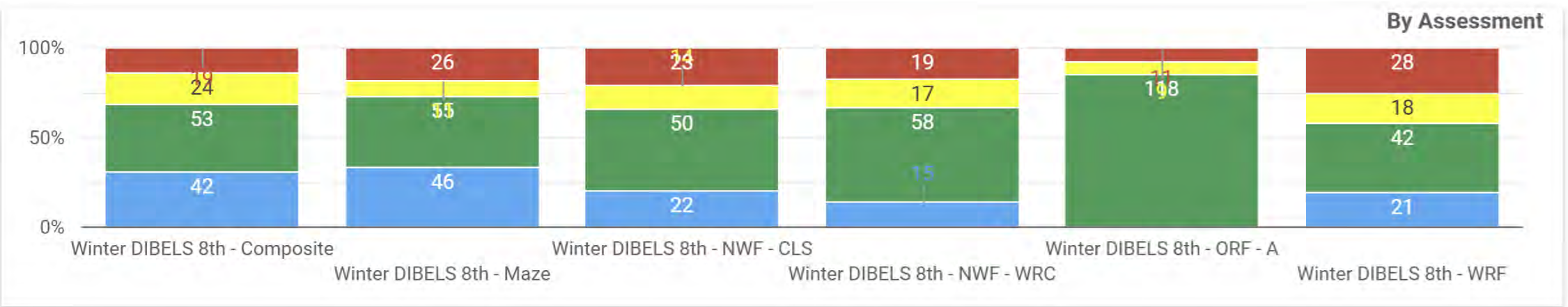
Grade 3 MOY Dibels



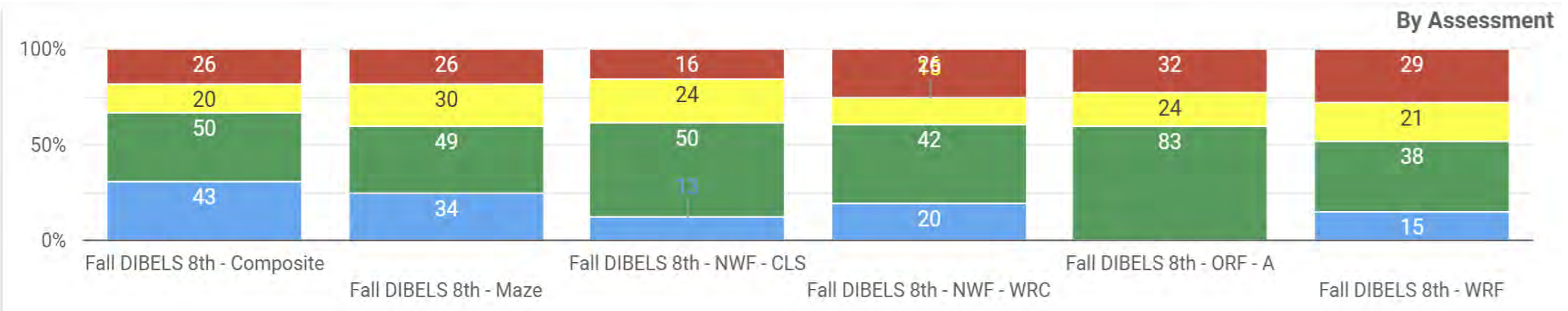
Grade 3 BOY Dibels



Grade 3 MOY Dibels- By Subtest



Grade 3 BOY Dibels – By Subtest





iReady Reading Diagnostic Data

Grades 4-8

iReady Information

- i-Ready is an online program for reading and/or mathematics
- Determine student's needs, personalize their learning, and monitor progress throughout the school year.
- i-Ready consists of two parts: Diagnostic and Personalized Instruction.
- Diagnostic, purpose of this is not to give your student a score or grade, but instead to determine how best to support your student's learning.
- Instruction, provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them.

iReady Domain Categories

Domain
Overall
Phonological Awareness*
Phonics*
High-Frequency Words*
Vocabulary
Comprehension: Literature
Comprehension: Informational Text

Domain
Overall
Number and Operations
Algebra and Algebraic Thinking
Measurement and Data
Geometry

Grade 4-5 Molin Reading Data

Molin Grades 4-5 Reading	Tier 1 (On or Above Grade Level)	Tier 2 (One Level Below Grade Level)	Tier 3 (Two or more Below Level)
iReady Fall 23-24 (159 students)	48%	41%	11%
iReady Winter 23-24 (159 students)	69%	26%	6%
iReady Fall 23-24 (139 students)	50%	31%	19%
iReady Winter 23-24 (138 students)	69%	20%	11%

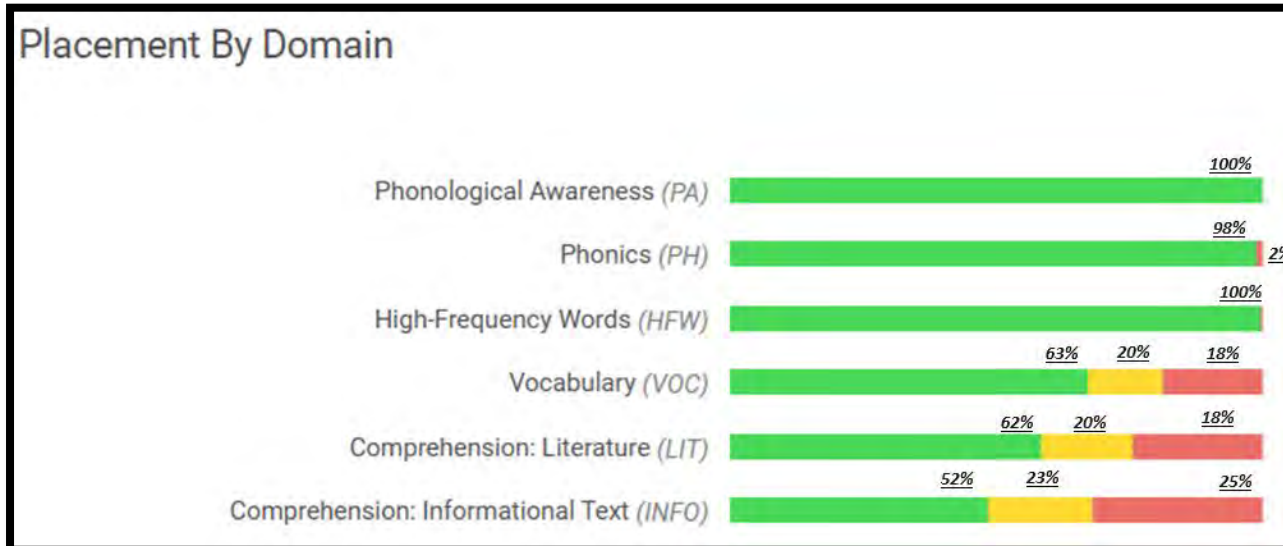
Domains	
PA	Phonological Awareness
PH	Phonics
HFW	High Frequency Words
VOC	Vocabulary
Comp Over	Comprehension: Overall
LIT	Comprehension: Literature
INFO	Comprehension: Informational

Percentage of students one or more grade levels below

Molin Gr 4-5 Reading By Domain	PA	PH	HFW	VOC	mp Over	LIT	INFO
Grade 4 BOY	0%	15%	3%	49%	49%	45%	55%
Grade 4 MOY	0%	6%	0%	34%	32%	26%	35%
Grade 5 BOY	0%	4%	0%	50%	43%	37%	56%
Grade 5 MOY	0%	2%	1%	35%	26%	24%	32%

Grades 6-8 iReady Reading

Nock Grades 6-8 Reading	Tier 1 (On or Above Grade Level)	Tier 2 (One Level Below Grade Level)	Tier 3 (Two or more Below Level)
iReady Fall 23-24 (146 students)	51%	26%	23%
iReady Winter 23-24 (146 students)	62%	24%	14%
iReady Fall 23-24 (163 students)	53%	23%	23%
iReady Winter 23-24 (161 students)	60%	23%	17%
iReady Fall 23-24 (155 students)	54%	21%	26%
iReady Winter 23-24 (155 students)	57%	21%	22%



A report in iReady to identify a student's strengths and areas of concern by Massachusetts Curriculum Framework Standards

✓ Based on the results of the selected Diagnostic(s), the student likely understands the i-Ready skills aligned to the green checked standards below

✓ The student only understands some of the i-Ready skills aligned to the standard, or the aligned i-Ready skill is only partially related to the standard, so claims can only be made conservatively

✗ The student likely does not have sufficient understanding of the i-Ready skills aligned to the standard











Grade 4 Massachusetts Curriculum Framework for English Language Arts and Literacy

Standard	Standard Description	Diagnostic 1
Reading Reading Literature Key Ideas and Details		
+ RL.4.1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.	✗
+ RL.4.1	Refer to details and examples in a text . . . when drawing inferences from the text.	✗
+ RL.4.2	Summarize the text.	✗
+ RL.4.2	Determine a theme of a story, drama, or poem from details in the text.	✗
+ RL.4.3	Describe in depth a . . . setting . . . in a story or drama, drawing on specific details in the text . . .	✗
+ RL.4.3	Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✗
+ RL.4.3	Describe in depth a(n) . . . event in a story or drama, drawing on specific details in the text . . .	✗

Grade 4 Massachusetts Curriculum Framework for English Language Arts and Literacy

Standard	Standard Description	Diagnostic 2
Reading Reading Literature Key Ideas and Details		
+ RL.4.1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.	✓
+ RL.4.1	Refer to details and examples in a text . . . when drawing inferences from the text.	✓
+ RL.4.2	Summarize the text.	✗
+ RL.4.2	Determine a theme of a story, drama, or poem from details in the text.	✓
+ RL.4.3	Describe in depth a . . . setting . . . in a story or drama, drawing on specific details in the text . . .	✓
+ RL.4.3	Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓
+ RL.4.3	Describe in depth a(n) . . . event in a story or drama, drawing on specific details in the text . . .	✓

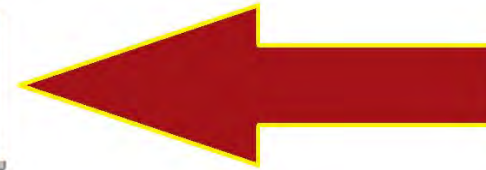
Grade 4, student


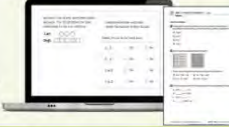

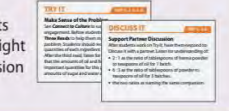
Standard	Standard Description	Diagnostic 2	Diagnostic 1
<i>Reading</i> <i>Reading Literature</i> <i>Key Ideas and Details</i>			
+ RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
+ RL.2.1	... [A]nswer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
+ RL.2.2	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
+ RL.2.2	... Determine ... [the] central message, lesson, or moral [of stories].		
+ RL.2.2	Recount stories ...		



i-Ready™

Math Grades K-8



Diagnostic 1-3 Times per Year	<p>This adaptive digital assessment adjusts the difficulty of test questions to the proficiency level of each student and determines how much growth is needed to reach grade-level expectations. The Diagnostic generates:</p> <ul style="list-style-type: none">Prerequisites report that identifies student strengths and areas of unfinished learning ahead of units and/or groups of lessons and provides resources to connect data to instruction.Diagnostic Results report that identifies student placement levels in each Mathematics domain across grade levels and informs the personalized learning path for online instruction.	
Unit Assessments* 1 Time per Unit	<p>Assess students' cumulative understanding of the concepts and skills across a group of lessons or a unit to inform upcoming instruction or differentiation. Mid-unit assessments* are available in Grades 2-5 for units with more than five lessons.</p>	
Lesson Quizzes* or Comprehension Checks 1 Time per Lesson	<p>Assess students' understanding of lesson concepts to inform upcoming instruction or differentiation with printable lesson quizzes or digital Comprehension Checks. Comprehension Checks generate:</p> <ul style="list-style-type: none">Class report that identifies whole class trends and provides information to help monitor student understanding.Student report that offers insight into student mistakes and misconceptions. <p>Activity-Based Assessments (Grade K) Assess students' understanding of lesson content in a low-stakes setting with a hands-on activity. These assessments provide insight into students' strengths and areas of need.</p>	
Observations of Student Understanding As Needed per Session	<p>Start, Try It, Discuss It, Picture It & Model It, Connect It, Reflect, Apply It, and Close: Exit Ticket</p> <p>Opportunities for informal assessments are built into each session to give insight into students' understanding of session objectives.</p>	

K-3 iReady Math

Bresnahan Grades K-3 Math	Tier 1 % (On or Above Grade Level)	Tier 2 % (One Level Below Grade Level)	Tier 3 % (Two or more Below Level)
K.-iReady Fall 23-24 (135 students)	32	68	0
K. -iReady Winter 23-24 (140 students)	72	28	0
Gr. 1 -iReady Fall 23-24 (118 students)	17	74	9
Gr. 1 - iReady Winter 23-24 (119 students)	51	47	2
Gr. 2 - iReady Fall 23-24 (130 students)	11	63	27
Gr. 2 - iReady Winter 23-24 (133 students)	30	65	5
Gr. 3 - iReady Fall 23-24 (135 students)	17	67	16
Gr. 3 - iReady Winter 23-24 (140 students)	41	53	6

K-3 Iready Math by Domain

Percentage of students one or more grade levels below

Grade	Number Sense	Operation and Algebraic	Measurement & Data	Geometry
Grade K BOY	70%	68%	73%	53%
Grade K MOY	36%	34%	40%	34%
Grade 1 BOY	78%	65%	71%	68%
Grade 1 MOY	45%	29%	50%	51%
Grade 2 BOY	86%	74%	78%	76%
Grade 2 MOY	61%	52%	59%	67%
Grade 3 BOY	77%	66%	70%	82%
Grade 3 MOY	59%	25%	49%	71%

Grade 4-5 iReady Math

Molin Grades 4-5 Math	Tier 1 (On or Above Grade Level)	Tier 2 (One Level Below Grade Level)	Tier 3 (Two or more Below Level)
Gr. 4 - iReady Fall 23-24 (students)	30%	59%	11%
Gr. 4 - iReady Winter 23-24 (159 students)	55%	41%	4%
Gr. 5 - iReady Fall 23-24 (students)	38%	48%	14%
Gr. 5- iReady Winter 23-24 (138 students)	54%	38%	8%

Percentage of students one or more grade levels below

Grade	Number Sense	Operation and Algebraic	Measurement & Data	Geometry
Grade 4 BOY	54%	50%	52%	64%
Grade 4 MOY	33%	20%	38%	58%
Grade 5 BOY	65%	58%	53%	63%
Grade 5 MOY	46%	41%	36%	59%

Grades 6-8 iReady Math

		Tier 1 (On or Above Grade Level)	Tier 2 (One Level Below Grade Level)	Tier 3 (Two or more Below Level)
Nock Grades 6-8 Math				
Grade 6	iReady Fall 23-24 (146 students)	36%	49%	15%
	iReady Winter 23-24 (145 students)	59%	28%	14%
Grade 7	iReady Fall 23-24 (163 students)	24%	42%	24%
	iReady Winter 23-24 (163 students)	48%	31%	21%
Grade 8	iReady Fall 23-24 (153 students)	41%	28%	31%
	iReady Winter 23-24 (153 students)	44%	30%	26%

Percentage of students one or more grade levels below

Grade	NO	ALG	MS	GEO
Grade 6 BOY	57%	65%	49%	69%
Grade 6 MOY	39%	40%	40%	52%
Grade 7 BOY	60%	68%	58%	64%
Grade 7 MOY	40%	51%	48%	63%
Grade 8 BOY	50%	59%	49%	67%
Grade 8 MOY	51%	53%	48%	62%

Thank you!



Newburyport Public Schools

Student Opportunity Act 2024

Presented By:
LisaMarie Ippolito

Student Opportunity Act 2024-2027

- To ensure that every student in the Commonwealth has access to a high-quality public education regardless of zip code.

Student Opportunity Act

Two Key Levers

- **Fiscal: Changes to Chapter 70 funding**
 - New investment in education
 - Revised funding formula reflects equitable distribution of state education funds
- **Policy Updates: Plans every 3 years**
 - Focus on addressing disparities in learning experiences and outcomes for student groups that are least-well served
 - Implementation of evidence-based practices (EBP)

Support of the SOA Plan

- SOA Plan addresses a subset of a district's overall initiatives, focusing on evidence-based programs and strategies that will improve the educational experiences and outcomes of students, including English learners, students with disabilities, and low income students.

Targets for 3 Year Improvement

- Targets are required by SOA Legislation
- 3-year improvement targets in ELA and Math for the lowest performing student group, established by DESE, will be used to assess individual district and state progress over time

Newburyport's SOA Plan

Targets for 3 Year Improvement

- **English Language Learner Curriculum Enhancement:** We will invest in evidence-based English language learner curriculum tools from PreK to 12th grade. This investment aims to ensure language acquisition and create vertical alignment across our schools.
- **Start an Innovative Pathways program at Newburyport High School:** focused on engaging opportunities for our students under-represented in advanced education and aligned to the Massachusetts Career Technology Education designation criteria.
- **Launch an Acceleration Academies program:** to provide targeted support for select Low income, English Language and Special Education students district-wide.

Analyze NPS Data

Newburyport								
All Students Rate	District Heat Map i							
Student Group Meets or Exceeds All Students Rate	Student Group	2023	2023	2023	2022	2023	2022	2021
Student Group Does Not Meet All Students Rate		% Total Enrollment	% Chronic Absenteeism	% Out School Suspension	% Ninth Graders Passing	% Pathways Enrollment	% Dropout	% 5 Year Graduation
Greatest Disparities from All Students Rate								
	All Students		12.6	0.2	89.1		1.0	93.9
	English Learner	3.8	34.5		35.7		44.4	
	Students with Disabilities	21.5	19.5		84.2		0.8	69.6
	Low Income	12.4	32.7		48.4		6.0	75.0

GRADE 3	Literacy	Math
ALL Students	501	501
SWD	490	495
EL or Former EL	-	-
Low Income	484	481
High Needs	487	490
GRADE 4	Literacy	Math
ALL Students	502	495
SWD	489	482
EL or Former EL	-	-
Low Income	488	484
High Needs	488	483
GRADE 5	Literacy	Math
ALL Students	502	495
SWD	489	482
EL or Former EL	-	-
Low Income	488	484
High Needs	488	483
GRADE 6	Literacy	Math
ALL Students	502	501
SWD	486	488
EL or Former EL	462	476
Low Income	482	482
High Needs	484	487



Three-Year Targets

- Increase performance for the “Lowest Performing Students” in ELA and Math
- Provide additional supports in curriculum, instruction and staffing to support our high needs families within the district.

Family/Caregiver Engagement

- Mutual Partnerships
- Aligned Objectives
- Community Involvement
- Diversity, Equity, and Inclusion

Action Steps for Engagement

- Targeted Communication
- Family/Caregiver Workshops, Training, Meetings
- Parent Advisory Councils
- Student Led Conferences
- Resource Sharing

Evidence-Based Programs to Address Disparities

- EBP 2.1C –Comprehensive Approach to Early Literacy
- EBP 2.1D –Early Literacy Screening and Support
- EBP 2.2A–Effective Use of WIDA Framework
- EBP 2.2D –Targeted Academic Support and Acceleration
- EBP 3.1B–Enhanced Pathways to Increase Diversity

District Supports FY 25-27

- Early Literacy Screener , Dibels Mclass, iReady
- Aligned Reading/ELA Curriculum PreK-6
- Supplemental Resources; iReady Diagnostic/Instruction
- Specially designed intervention tools: Orton-Gillingham, Rave-O, LIPS, iReady, etc.
- NEW* -Early Literacy Director/Coach (FY26)
- English Language Curriculum Tools; Rigor, National Geographic, Ellevations
- High Quality Secondary Pathways and Programs; Dual Enrollment, IP Pathways
- Focused Professional Development; WIDA Frameworks, MTSS (Multi-Tiered Systems of Support)



Section 1: Summarize your district's plan

Newburyport (0204) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Newburyport Public Schools is dedicated to enhancing evidence-based programs that address performance disparities among student groups within our district. Our focus is on accelerating improvement for low-income students, english learners, and students with disabilities.

The following initiatives are part of our commitment:

Strategic Objective 1: Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn.

Strategic Objective #2 -Promote deeper learning so that all students engage in grade level work that is real-world based, relevant and interactive.

Implement a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.

Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning.

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	<p>Effective Student Support System: Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and monitoring progress).</p> <p>Comprehensive Tiered Supports: Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed.</p> <p>Comprehensive Approach to Early Literacy: Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills</p>	<p>Increase in usage of approved literacy screeners and adoption of comprehensive early literacy curriculum</p> <p>Decrease in students requiring Tier 2 and Tier 3 supports as measured by local data</p> <p>Increase in % of students with disabilities meeting or exceeding on Newburyport's Early Literacy screener from Dibels MClass 2023 BOY from Kindergarten (0%), Grade 1 (40% - 60%), Grade 2 (33% - 66%)</p>	<p>Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups</p> <p>Decrease in chronic absenteeism rates</p> <p><i>Reading Recovery grant FC574</i></p>

	<p>Early Literacy Screening and Support: Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members.</p> <p>Students and Families as Valued Partners: Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with support as needed. For example through School councils, Title I family nights, CISL, or Superintendent's Advisory Council.</p>	<p>Increase literacy skills for our underserved population identified above in MCAS SGP on Math and ELA, Grades 4 and 5.</p>	<p><i>Massachusetts Literacy Institute FC 583</i></p> <p><i>Massachusetts Dyslexia Guidelines</i></p> <p><i>Early Literacy Universal Screening Assessments</i></p> <p><i>Appleseeds Decodable books</i></p> <p><i>Mass Literacy Guide</i></p>
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Strategic Objective #2 - Promote deeper learning so that all students engage in grade-level work that is real-world based, relevant, and interactive

English Language Learner Curriculum Enhancement: We will invest in evidence-based English language learner curriculum tools from PreK to 12th grade. This investment aims to ensure language acquisition and create vertical alignment across our schools.

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	Effective Use of WIDA Framework: Train all staff to effectively employ the WIDA framework so they can provide effective scaffolds and supports for multilingual learners	Increase in academic language achievement of English learners as measured by ACCESS data	<p><i>English Language Learner Education Collaboration Tool</i></p> <p><i>Massachusetts English Learner Blueprint</i></p> <p><i>OLA Professional Learning and Networks</i></p>

Strategic Objective #2 - Promote deeper learning so that all students engage in grade-level work that is real-world based, relevant, and interactive.

Innovative Pathways at Newburyport High School: Our Innovative Pathways program will offer engaging opportunities for underrepresented students in advanced education. These pathways align with Massachusetts CTE designation criteria.

Focus Area 2.3: Reimagine the high school experience so that all students are engaged and prepared for post-secondary success.

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	<p>Authentic Postsecondary Planning: Implement a process that engages students in authentic postsecondary planning through a continuum of learning focused on the unique interests, skills, and talents of each student</p> <p>High-Quality Secondary Pathways and Programs: Pursue designation and implementation of high-quality pathways and programs (e.g., Early College, Chapter 74 Career Technical Education including After-Dark programs, Innovation Career Pathway programs, Career Connections programs, and/or other career-connected activities)</p>	<p>Increase in pathway/program enrollment rates</p> <p>Increase in completion of advanced coursework rates</p> <p>Increase in 4- and 5-year graduation rates</p>	<p><i>CTE Equitable Access Grant FC427</i></p> <p><i>Innovation Career Pathways Implementation and Support Grant FC0419</i></p> <p><i>Early College Support/Planning Grant FC460/461</i></p> <p><i>Innovation Career Pathways</i></p> <p><i>Office of College, Career and Technical Education (CCTE)</i></p>

Strategic Objective #2 - Promote deeper learning so that all students engage in grade-level work that is real-world-based, relevant, and interactive.

Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	Targeted Academic Support and Acceleration: Implement academic intervention and acceleration opportunities targeting Newburyport's high-needs groups; low-income, English Language Learners, and students with disabilities demonstrating the largest gaps in achievement (e.g., high dosage tutoring, Acceleration Academies, and <u>summer learning</u>)	Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS Increase in MCAS SGP on Math and ELA	<i>Early Literacy and Mathematics High Dosage Tutoring Mathematics Digital Supplement Program Summer/Math/Acceleration Academies Grants FC121/125/224/322</i>

- The financial breakdown for these investments is as follows:
- Early Literacy Professional Development: \$50,000
- Early Literacy Teacher: 220,000.00
- English Language Curriculum Tools (from PreK to 12th grade): \$100,000
- Innovative Pathways at High School: \$150,000
- Acceleration Academies: \$375,000

Over the next three years, our total investment in evidence-based strategies will amount to \$825,000.

*Traditionally, our Acceleration Academy have been funded by grants and catered to a select group of students. We are now expanding this opportunity to include our English Learners and students from the lowest-performing groups. Our commitment to personalized instruction remains steadfast, guided by data analysis and the individual needs of each student.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

After examining the MCAS and our internal data for Literacy and Math, it's evident that our low-income students exhibit the most significant achievement gap, affecting two-thirds of students from grades 3 to 10. The cohort of English Language Learners often times does not have enough members to indicate a score, however these same students are also part of the high need's cohort. Highlighted in the chart are the areas with the widest gap from the "All Student" group.

GRADE 3	Literacy	Math
ALL Students	501	501
SWD	490	495
EL or Former EL	-	-
Low Income	484	481

High Needs	487	490
GRADE 4	Literacy	Math
ALL Students	502	495
SWD	489	482
EL or Former EL	-	-
Low Income	488	484
High Needs	488	483
GRADE 5	Literacy	Math
ALL Students	502	495
SWD	489	482
EL or Former EL	-	-
Low Income	488	484
High Needs	488	483
GRADE 6	Literacy	Math
ALL Students	502	501
SWD	486	488
EL or Former EL	462	476
Low Income	482	482
High Needs	484	487

GRADE 7	Literacy	Math
ALL Students	505	500
SWD	487	481
EL or Former EL	-	-
Low Income	485	482
High Needs	486	481
GRADE 8	Literacy	Math
ALL Students	502	493
SWD	488	480
EL or Former EL	-	-
Low Income	476	480
High Needs	487	482
GRADE 10	Literacy	Math
ALL Students	510	508
SWD	493	493
EL or Former EL	455	472
Low Income	483	481
High Needs	490	491

Guiding Principle 2: Guided Academic Pathways: Structure programs around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. Students should have the opportunity to earn at least 12 college credits, gain exposure to high-demand fields, have authentic and rigorous postsecondary experiences, and experience learning on a college campus.

Guiding Principle 4: Connections to Career: Expose students to a variety of career opportunities, including greater depth in careers relevant to their selected pathway. This could include, but is not limited to, targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

Guiding Principle 5: High-Quality and Deep Partnerships: Partner with at least one institution of higher education, and perhaps one or more employer. Partnerships should ensure the program includes memoranda of understanding detailing the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance measures.

Based on the data collected, the main student group the NHS Environmental Pathway will serve is the High Needs (HN) student population. High Needs students represent close to 28% of the NHS's student population. As defined by the Massachusetts Department of Elementary and Secondary Education, "a student is high needs if he or she is designated as either low income (prior to 2015, and from 2022 to present), economically disadvantaged (from 2015 to 2021), EI/former EI, or a student with disabilities. Based on the NHS Advanced Coursework Completion data, the gap of high needs (HN) students completing advanced coursework has widened over the past 2 years. In 2022, the rate of HN students completing advanced coursework was 61.3 compared to 80.5 of All students. In 2023, the rate of HN students completing advanced coursework was 44.2 compared to 75.5 of All students. Though both measures dropped, the HN group decrease was much more significant. To dig deeper, in 2023 HN students comprised 22.5% of the total junior and senior enrollment though only 9.9% of the All category for completing advanced coursework was composed of HN students.

The enrollment numbers depicted in the table above pushes NHS to have over 30% of the program represented by high needs students. This target also increases the average rate of high needs students who have completed an advanced science and technology class over the past 3 years which is 19.9%.

Newburyport High School (NHS) does not currently have CTE, Career Connected, and/or designated Early College programs which is the main purpose for NHS and the Newburyport Public School to apply for the Innovation Pathway Program. NHS has worked to expand engaging programming for students over the past three years. Through the addition of a college and career counselor, NHS has built an internship program through which 17.3% of last year's juniors and seniors completed.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Addressing disparities for low-income students, English language learners (ELLs), and students with disabilities requires a comprehensive, multi-faceted approach. Newburyport uses various strategies to support our students with the highest needs.

Fostering an inclusive environment where all students feel valued, supported and heard. This could involve promoting diversity and inclusion in the classroom and school community. Raising student voice through peer leadership, student lead conferences and many of our PBIS practices.

Another support action step is to ensure the students identified in these categories have access to the same resources as their peers, that reflect the needs and accessibility of the students. This could involve providing additional financial support for differentiated materials, access to technology, additional staffing or other resources.

Newburyport currently provides additional support services for our English Language population through our EL programming. We are targeting instruction through several internal data points, as well as, ACCESS and WIDA scores. Our students with special needs have well crafted IEP's that follow the data and feedback collected from the IEP team. Students with the profile of requiring reading supports are taught using specially designed instruction specific for their needs. Newburyport tailors' instruction to meet the unique needs of students. This could involve differentiated instruction, individualized learning plans, or additional tutoring/accelerated supports.

We provide teachers with training on how to effectively teach and support these various student populations. This could include strategies for teaching ELLs or students with disabilities, or understanding the challenges faced by low-income students. We have had outside presenters, including from DESE, to support and build upon the instructional best practices utilized in our classrooms.

Engaging parents and caregivers in their child's education through a variety of means including newsletters home, District website, Title I family nights, EL family nights and the many other opportunities helps to building a community of student for their child's education. This could also involve providing resources to help them support their child's learning at home, or creating opportunities for them to be involved at school.

It is important for the district to regularly review and adjust these strategies based on the needs of the students and the effectiveness of the interventions. It's also crucial to ensure that all actions are in compliance with Newburyport Public Schools and the Department of Education laws and guidelines.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities, Low-income Clear

Search...

Select All/Deselect All

- English learners
- Students with disabilities
- Low-income
- African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

* **Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

* **Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.** *A brief narrative and/or a bulleted list are acceptable.*

Fostering meaningful connections with families and caregivers is vital for fostering student achievement and nurturing robust school communities. Our district employs several methods to consistently engage with families:

1. **Mutual Partnerships:** We cultivate a culture of mutual respect and trust with families, ensuring open lines of communication for effective collaboration.
2. **Aligned Objectives:** We link our engagement efforts with student learning objectives, clarifying curriculum details, assessments, and educational expectations for families.
3. **Community Involvement:** Our outreach extends beyond school walls, inviting family participation in decision-making and valuing their contributions to various educational facets.
4. **Diversity and Inclusion:** Acknowledging the richness of diverse backgrounds, we strive for inclusive engagement, sensitive to the linguistic and cultural uniqueness of our families.

Specific Steps for Accelerated Improvement:

• **Targeted Communication:** For student groups targeted for accelerated improvement (such as Low-Income, English Language Learners, and students with disabilities), we will provide clear and regular communication. This includes sharing progress reports, academic updates, and resources tailored to their needs.

- **Family Workshops and Training:** We organize workshops and training sessions specifically for families of targeted student groups. These sessions cover topics like literacy support, understanding assessments, and accessing community resources.
- **Parent Advisory Committees:** We establish committees where parents and caregivers actively participate in decision-making. Their insights guide program enhancements and ensure representation. Examples include, but are not limited to our School Councils, CISL (Curriculum Instruction and Student Life, Superintendent Advisory Council, to name a few
- **Student-Led Conferences:** We encourage student-led conferences, where students share their progress and goals with their families. This promotes ownership and accountability. These are currently being held at our Middle and High School.
- **Resource Sharing:** We provide families with resources related to academic support, mental health, and community services. Regular newsletters, websites, and social media platforms keep families informed. Examples of these resources can be found on our district website, as well as, information is sent out in newsletters, Family Nights (Math Night, Title I Night, Freshman Orientation, etc.), Open HOuses with each school.

* **How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?** *A brief narrative and/or a bulleted list are acceptable.*

To measure increased family engagement with parents/caregivers of students in targeted groups over the next three years, a multi-faceted approach could be considered:

1. **Surveys and Questionnaires:** Regularly distribute surveys and questionnaires to parents/caregivers to gauge their level of engagement and satisfaction. These can be done at the beginning, middle, and end of each school year.
2. **Attendance at School Events:** Track the attendance of parents/caregivers at school events such as parent-teacher conferences, workshops, and school functions. An increase in attendance can indicate higher engagement.
3. **Participation in School Programs:** Monitor the participation of parents/caregivers in school programs or initiatives designed for family involvement, such as, the Cultural Arts Night, College and Career Orientation, early literacy presentations and PreK/K parent/caregiver night.
4. **Volunteer Activities:** Keep a record of parents/caregivers who volunteer their time for school activities or in classrooms.
5. **Academic Performance:** Monitor the academic performance of the students. Increased family engagement often correlates with improved student outcomes. Follow guideline for communication of data to families, particularly those students in grades K-3 as part of Massachusetts Early Literacy Plan.

* **Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?** *A brief narrative and/or a bulleted list are acceptable.*

Various stakeholders gave their feedback in the development of this plan. A survey was sent out to receive feedback about our programming at the early childhood levels around literacy. That feedback indicated that our families feel like we are doing a great job supporting early learning. There was feedback around receiving more communication from the staff working with their children and being able to sit with teachers to discuss the early literacy scores and what they mean for their child.

Each of our schools in Newburyport has an active School Council made up of parents, staff, community members and administration. These councils advise the building principal of goals for the schools through the use of data and feedback. This information is also utilized in the creation of this SOA plan.

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Newburyport (0204) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES




In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

-  EBP 1.1A Integrated Services for Student Wellbeing
-  EBP 1.1B Enhanced Support for SEL and Mental Health
-  EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

EBP 2.1C Comprehensive Approach to Early Literacy+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Newburyport uses the My View/My Perspectives curriculum for literacy instruction in grade K-6, which provides a solid base for all students. The curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. There are also specialized instructional materials for English Language Learners as well as intervention materials. This curriculum has been aligned to the Massachusetts Curriculum Framework standards and incorporates scientifically based reading instruction. Teachers received training on consistent implementation of MyView literacy and Foundations programs throughout the 21-22 school year. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Every grade level K-5, spends a minimum of 90 minutes daily on literacy instruction employing whole group, small group, and individual instruction as needed. During the 22-23 school year, PreK - 5 educators will receive additional professional development on the written language components of MyView.

Newburyport's framework for literacy development provides a tiered model of instruction and support for all students. Core elements include: clear identification of students' needs; a tiered system of support that is based on strong core instruction; regular, frequent monitoring of all students and

changing interventions when students are not making progress to their expected level. Interventions and instructional supports are available to students not reading at level in grades kindergarten through grade 5. The goal for all students is to make one or more years of growth in reading every year.

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their schedule through our Title I programming. Newburyport has 1 Literacy Coach and four Title I teachers. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:

- Additional instruction flexible group with classroom materials
 - Example: Phonemic awareness lessons
 - Example: Phonics work with decodable readers
 - Example: Fluency work with repeated reading of classroom text
 - Example: Comprehension work with strategy application, discussion and writing to read strategies
- Direct instruction with a research-based reading intervention program and practice with classroom teacher
 - LEXIA (phonics/word recognition, phonological awareness, print concepts, fluency)
 - Read Naturally (fluency and word identification)
- Direct instruction in targeted goals with Title I teacher
 - LIPS (phonics/word recognition, phonological awareness, print concepts, fluency,)
 - Heggerty (phonemic awareness)
 - Small group instruction
 - It is important for the district to regularly review and adjust these strategies based on the needs of the students and the effectiveness of the interventions. It's also crucial to ensure that all actions are in compliance with Newburyport Public Schools and the Department of Education laws and guidelines. The future needs of Newburyport Public Schools is clear and focused. The addition of a dedicated Early Literacy Teacher for grades PreK - 3rd grade would be beneficial. This professional, ideally with a Master's degree in Reading and a deep understanding of both general and special education curriculum, instruction, and assessment practices, would be a valuable asset. In this role, the Early Literacy Teacher would guide general education, special education, Title I, and EL teachers in supporting struggling learners in reading. They would use various data points to create an accurate profile of each child and develop a plan for their success, supporting strong Tier Two intervention support. The Early Literacy Teacher would implement "Crafting Minds" strategies during data processing and train the staff in identifying early literacy challenges. Early identification is indeed key in supporting literacy.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Bresnahan Elementary School

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

1 Literacy Coach: 100,000
4 Title I Teachers 375,000 (1.4 teachers are paid through our Title I Grant)

NEW FY26 potentially: Early Literacy Teacher: \$110,000.00/annually,

Professional Development Funded through outside teacher endowment fund.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Administration, Instruction Leadership, Professional Development

Clear

Search...

Select All/Deselect All

- Administration**
- Instruction Leadership**
 - Classroom & Specialist Teachers
 - Other Teaching Services
- Professional Development**
 - Instructional Materials, Equip., and Tech.
 - Guidance and Psychological
 - Pupil Services
 - Operations and Maintenance
 - Employee Benefits/Fixed Charges
 - SPED Tuition
 - Other

*** What metrics will your district use to monitor progress in this EBP?**

DESE SISP evaluation tool

Regular meetings with administration.

Evidence observed with the classroom that teachers are able to utilize all of the Early Literacy Tools to support student growth.

EBP 2.1D Early Literacy Screening and Support +

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

Newburyport currently has 1 Literacy Coach and 4 Title I teachers that work K-5 with the students in the district. Utilizing Dibels MClass as our Early Literacy screener. Newburyport also utilizes iReady Reading Diagnostic in the Spring for those students not responding to interventions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Bresnahan

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Dibels MClass K-3 online assessment tool.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Other Teaching Services

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

- Professional Development
- Instructional Materials, Equip., and Tech.
- Guidance and Psychological
- Pupil Services
- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition
- Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in literacy skills for our low-income, EL and special education populations identified in MCAS SGP on ELA grades 3-5.

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Our EL Department currently consists of 1 EL Director, 1 EL Coordinator, 5.5 EL teachers, and 1.5 Family Liaisons.

The EL Department currently meets with teachers to support them with curriculum materials and instruction (based on the new WIDA English Language Proficiency Standards in how to teach the components of ELs literacy: Speaking, Reading, Writing, Listening. Through these meeting we support classroom teachers in determining educational goals and learning outcomes for the various English Language Learners. The EL teachers also provide direct instruction, based on the WIDA English Language Proficiency Standards, through ESL course offerings at the grades 6 - 12 level and, at the K - 5 level, through ESL direct instruction during literacy blocks and intervention blocks.

This Evidence-Based Practice (EBP) aims to enhance the knowledge foundation for all our educators regarding the WIDA English Language Proficiency

Standards. Implementing a consistent approach to professional development ensures that everyone adopts and applies instructional best practices. This strategic effort is crucial for promoting the achievement and progress of our English Language students.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Newburyport Public Schools currently has 1 EL Coordinator, 1 EL Director, 4 EL teachers (Grades PreK-12)

Utilizing the Office of Language Acquisition professional development providers to work with our staff PreK -12 on learning the WIDA standards. There are several no cost options through OLA.

Titles:

ICMEE Virtual Workshop: Considerations when Educating Multilingual Learners with Identified Learning Disabilities

WIDA Workshop Teacher Leaders: Planning with the ELD Standards Framework

to name a few.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development

Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in academic language achievement of English Learners as measured by ACCESS data.

Implementation of instructional practices with the classroom setting. Evaluated by the DESE Teacher Rubric.

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration+

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

Newburyport High School (NHS) is seeking Innovation Pathway (IP) designation in the area of Environmental and Life Sciences with a focus on the environmental industry sector. In working with the Merrimack Valley Region MassHire Workforce Investment Board, the Greater Newburyport Area Chamber of Commerce and Industry, the Environmental and Life Science Pathway was identified as a viable industry sector in the Greater Newburyport Area.

Additionally, NHS has worked collaboratively with the Alliance of Climate and Environmental Stewards (ACES) and the Gulf of Maine Institute for the past few years to support field experiences for our students.

These industry partners have participated in an advisory council that has provided feedback on course offerings that support students skill development in the area of environmental studies and field work so they can successfully complete internships within their organizations. Due to this relationship, courses currently exist at NHS that align with an Environmental Pathway.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Newburyport High School

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Though many of the courses part of the IP at NHS have been part of the annual budgeting process, anticipated expenses will be purchasing updated textbooks for the advanced placement courses part of the pathway, such as AP Environmental Studies, AP Biology, AP Chemistry, and AP Statistics. Additionally, the new courses that have been developed over the past 2 years such as Conversation Biology and Environmental Field Studies benefit from place-based learning experiences. Travel to and from these locations will have an added expense. Currently course enrollment has allowed the use of District vans to transport students to off-site learning experiences in these classes. As enrollment increases, there will be the anticipated cost of budgeting for transportation as well offering financial assistance for students in the Dual Enrollment courses.

Additional expenses to the above will include offering teachers and the college and career staff time to finalize curriculum for the new course and the MyCAP work respectively.

As for purchasing equipment to benefit the IP, NPS plans to apply for Capital Skills funding to support the purchase of more advanced machinery/technology for the pathway.

For the original first year of this grant we are seeking \$75,000. To support the following two years, we would be looking for funding in the amount of \$150,000.

\$ 150,000.00 *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers (+1 other)

Clear

Search...

[Select All/Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

As indicated by Newburyport High School's accountability report, there is a large gap between high needs students successfully completing advanced coursework and the All category. Based on the NHS Advanced Coursework Completion data, the gap of high needs (HN) students completing advanced coursework has widened over the past 2 years. In 2022, the rate of HN students completing advanced coursework was 61.3 compared to 80.5 of All students. In 2023, the rate of HN students completing advanced coursework was 44.2 compared to 75.5 of All students. It is through the pathway program that we intend to focus resources and targeted interventions to decrease this gap and increase HN students successfully completing advanced coursework.

Through the Innovation Pathway, we intend to decrease this gap and will ensure interventions happen proactively for students enrolled in the pathway. Over the past few years, Newburyport High School has developed a menu of interventions. Through an updated District Accommodation Plan, there are a range of tier 1 interventions available to help teachers identify various methods to differentiate supports in their classroom. Additionally, the student support team discussed in the prior paragraph has various tier 1 and 2 supports available to help further reinforce student skill development and provide academic and social emotional support. These include programs such as checkin - checkout where daily goals are identified for a student who then checks in each morning and afternoon with a counselor to reflect on the goals. Other programs include a monitored flex time. All students benefit from having a flex block every three days where they can sign-up for a teacher to get extra-help and support. Students who are part of a monitored flex time are scheduled by the teacher so the help they receive is more targeted and directed. Additionally programs may include a student being assigned to a learning lab support block or an ELL academic support block. Both of these programs are run by an academic teacher and an instructional aid who support students with their executive functional skills and provide targeted academic support. For students in need of social-emotional support, they may be assigned for weekly meetings with an adjustment counselor or participating in weekly group sessions facilitated by an adjustment counselor. Last, Newburyport Public

Schools has a partnership with Newburyport Youth Services which offers an after school Enrichment Center that provides school tutoring services for students qualifying as low-income or at-risk of not completing high school.

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- EBP 2.4A Expanded Access to Pre-Kindergarten+
- EBP 2.4B Extended Learning Time
- EBP 2.4C Effective Programming for Multilingual Learners
- EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

- EBP 3.1A Intentional Hiring Systems
- EBP 3.1B Enhanced Pathways to Increase Diversity+
- EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

- EBP 3.2A Inclusive School Communities
- EBP 3.2B Retention Support Programs
- EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

- EBP 3.3A Resource Allocation Aligned to Student Success
- EBP 3.3B Support for Effective Team Practices
- EBP 3.3C Collaborative Labor-Management Partnerships

Section 1: Summarize your district's plan

Newburyport (0204) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

*** Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Newburyport Public Schools is dedicated to enhancing evidence-based programs that address performance disparities among student groups within our district. Our focus is on accelerating improvement for low-income students, english learners, and students with disabilities.

The following initiatives are part of our commitment:

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Strategic Objective 1: Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn.

Strategic Objective #2 -Promote deeper learning so that all students engage in grade level work that is real-world based, relevant and interactive.

Implement a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.

Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning.

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	<p>Effective Student Support System: Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and monitoring progress).</p> <p>Comprehensive Tiered Supports: Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed.</p> <p>Comprehensive Approach to Early Literacy: Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills</p>	<p>Increase in usage of approved literacy screeners and adoption of comprehensive early literacy curriculum</p> <p>Decrease in students requiring Tier 2 and Tier 3 supports as measured by local data</p> <p>Increase in % of students with disabilities meeting or exceeding on Newburyport's Early Literacy screener from Dibels MClass 2023 BOY from Kindergarten (0%), Grade 1(40% - 60%), Grade 2 (33% - 66%)</p>	<p>Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups</p> <p>Decrease in chronic absenteeism rates</p> <p><i>Reading Recovery grant FCS74</i></p>

	<p>Early Literacy Screening and Support: Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members.</p> <p>Students and Families as Valued Partners: Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with support as needed. For example through School councils, Title I family nights, CISL, or Superintendent's Advisory Council.</p>	<p>Increase literacy skills for our underserved population identified above in MCAS SGP on Math and ELA, Grades 4 and 5.</p>	<p><i>Massachusetts Literacy Institute FC 583</i></p> <p><i>Massachusetts Dyslexia Guidelines</i></p> <p><i>Early Literacy Universal Screening Assessments</i></p> <p><i>Appleseeds Decodable books</i></p> <p><i>Mass Literacy Guide</i></p>
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Strategic Objective #2 - Promote deeper learning so that all students engage in grade-level work that is real-world based, relevant, and interactive

English Language Learner Curriculum Enhancement: We will invest in evidence-based English language learner curriculum tools from PreK to 12th grade. This investment aims to ensure language acquisition and create vertical alignment across our schools.

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	Effective Use of WIDA Framework: Train all staff to effectively employ the WIDA framework so they can provide effective scaffolds and supports for multilingual learners	Increase in academic language achievement of English learners as measured by ACCESS data	<p><i>English Language Learner Education Collaboration Tool</i></p> <p><i>Massachusetts English Learner Blueprint</i></p> <p><i>OLA Professional Learning and Networks</i></p>

Strategic Objective #2 - Promote deeper learning so that all students engage in grade-level work that is real-world based, relevant, and interactive.

Innovative Pathways at Newburyport High School: Our Innovative Pathways program will offer engaging opportunities for underrepresented students in advanced education. These pathways align with Massachusetts CTE designation criteria.

Focus Area 2.3: Reimagine the high school experience so that all students are engaged and prepared for post-secondary success.

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	<p>Authentic Postsecondary Planning: Implement a process that engages students in authentic postsecondary planning through a continuum of learning focused on the unique interests, skills, and talents of each student</p> <p>High-Quality Secondary Pathways and Programs: Pursue designation and implementation of high-quality pathways and programs (e.g., Early College, Chapter 74 Career Technical Education including After-Dark programs, Innovation Career Pathway programs, Career Connections programs, and/or other career-connected activities)</p>	<p>Increase in pathway/program enrollment rates</p> <p>Increase in completion of advanced coursework rates</p> <p>Increase in 4- and 5-year graduation rates</p>	<p><i>CTE Equitable Access Grant FC427</i></p> <p><i>Innovation Career Pathways Implementation and Support Grant FC0419</i></p> <p><i>Early College Support/Planning Grant FC460/461</i></p> <p><i>Innovation Career Pathways</i></p> <p><i>Office of College, Career and Technical Education (CCTE)</i></p>

Strategic Objective #2 - Promote deeper learning so that all students engage in grade-level work that is real-world-based, relevant, and interactive.

Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

Action Steps	Evidence-Based Programming	Metrics	Tools to Utilize
Evidence-Based Programming	Targeted Academic Support and Acceleration: Implement academic intervention and acceleration opportunities targeting Newburyport's high-needs groups; low-income, English Language Learners, and students with disabilities demonstrating the largest gaps in achievement (e.g., high dosage tutoring, Acceleration Academies, and summer learning)	Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS Increase in MCAS SGP on Math and ELA	<i>Early Literacy and Mathematics High Dosage Tutoring Mathematics Digital Supplement Program Summer/Math/Acceleration Academies Grants FC121/125/224/322</i>

- The financial breakdown for these investments is as follows:
- Early Literacy Professional Development: \$50,000
- Early Literacy Teacher: 220,000.00
- English Language Curriculum Tools (from PreK to 12th grade): \$100,000
- Innovative Pathways at High School: \$150,000
- Acceleration Academies: \$375,000

Over the next three years, our total investment in evidence-based strategies will amount to \$825,000.

*Traditionally, our Acceleration Academy have been funded by grants and catered to a select group of students. We are now expanding this opportunity to include our English Learners and students from the lowest-performing groups. Our commitment to personalized instruction remains steadfast, guided by data analysis and the individual needs of each student.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

After examining the MCAS and our internal data for Literacy and Math, it's evident that our low-income students exhibit the most significant achievement gap, affecting two-thirds of students from grades 3 to 10. The cohort of English Language Learners often times does not have enough members to indicate a score, however these same students are also part of the high need's cohort. Highlighted in the chart are the areas with the widest gap from the "All Student" group.

GRADE 3	Literacy	Math
ALL Students	501	501
SWD	490	495
EL or Former EL	-	-
Low Income	484	481

High Needs	487	490
GRADE 4	Literacy	Math
ALL Students	502	495
SWD	489	482
EL or Former EL	-	-
Low Income	488	484
High Needs	488	483
GRADE 5	Literacy	Math
ALL Students	502	495
SWD	489	482
EL or Former EL	-	-
Low Income	488	484
High Needs	488	483
GRADE 6	Literacy	Math
ALL Students	502	501
SWD	486	488
EL or Former EL	462	476
Low Income	482	482
High Needs	484	487

GRADE 7	Literacy	Math
ALL Students	505	500
SWD	487	481
EL or Former EL	-	-
Low Income	485	482
High Needs	486	481
GRADE 8	Literacy	Math
ALL Students	502	493
SWD	488	480
EL or Former EL	-	-
Low Income	476	480
High Needs	487	482
GRADE 10	Literacy	Math
ALL Students	510	508
SWD	493	493
EL or Former EL	455	472
Low Income	483	481
High Needs	490	491

Guiding Principle 2: Guided Academic Pathways: Structure programs around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. Students should have the opportunity to earn at least 12 college credits, gain exposure to high-demand fields, have authentic and rigorous postsecondary experiences, and experience learning on a college campus.

Guiding Principle 4: Connections to Career: Expose students to a variety of career opportunities, including greater depth in careers relevant to their selected pathway. This could include, but is not limited to, targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

Guiding Principle 5: High-Quality and Deep Partnerships: Partner with at least one institution of higher education, and perhaps one or more employer. Partnerships should ensure the program includes memoranda of understanding detailing the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance measures.

Based on the data collected, the main student group the NHS Environmental Pathway will serve is the High Needs (HN) student population. High Needs students represent close to 28% of the NHS's student population. As defined by the Massachusetts Department of Elementary and Secondary Education, "a student is high needs if he or she is designated as either low income (prior to 2015, and from 2022 to present), economically disadvantaged (from 2015 to 2021), EI/former EI, or a student with disabilities. Based on the NHS Advanced Coursework Completion data, the gap of high needs (HN) students completing advanced coursework has widened over the past 2 years. In 2022, the rate of HN students completing advanced coursework was 61.3 compared to 80.5 of All students. In 2023, the rate of HN students completing advanced coursework was 44.2 compared to 75.5 of All students. Though both measures dropped, the HN group decrease was much more significant. To dig deeper, in 2023 HN students comprised 22.5% of the total junior and senior enrollment though only 9.9% of the All category for completing advanced coursework was composed of HN students.

The enrollment numbers depicted in the table above pushes NHS to have over 30% of the program represented by high needs students. This target also increases the average rate of high needs students who have completed an advanced science and technology class over the past 3 years which is 19.9%.

Newburyport High School (NHS) does not currently have CTE, Career Connected, and/or designated Early College programs which is the main purpose for NHS and the Newburyport Public School to apply for the Innovation Pathway Program. NHS has worked to expand engaging programming for students over the past three years. Through the addition of a college and career counselor, NHS has built an internship program through which 17.3% of last year's juniors and seniors completed.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Addressing disparities for low-income students, English language learners (ELLs), and students with disabilities requires a comprehensive, multi-faceted approach. Newburyport uses various strategies to support our students with the highest needs.

Fostering an inclusive environment where all students feel valued, supported and heard. This could involve promoting diversity and inclusion in the classroom and school community. Raising student voice through peer leadership, student lead conferences and many of our PBIS practices.

Another support action step is to ensure the students identified in these categories have access to the same resources as their peers, that reflect the needs and accessibility of the students. This could involve providing additional financial support for differentiated materials, access to technology, additional staffing or other resources.

Newburyport currently provides additional support services for our English Language population through our EL programming. We are targeting instruction through several internal data points, as well as, ACCESS and WIDA scores. Our students with special needs have well crafted IEP's that follow the data and feedback collected from the IEP team. Students with the profile of requiring reading supports are taught using specially designed instruction specific for their needs. Newburyport tailors' instruction to meet the unique needs of students. This could involve differentiated instruction, individualized learning plans, or additional tutoring/accelerated supports.

We provide teachers with training on how to effectively teach and support these various student populations. This could include strategies for teaching ELLs or students with disabilities, or understanding the challenges faced by low-income students. We have had outside presenters, including from DESE, to support and build upon the instructional best practices utilized in our classrooms.

Engaging parents and caregivers in their child's education through a variety of means including newsletters home, District website, Title I family nights, EL family nights and the many other opportunities helps to building a community of student for their child's education. This could also involve providing resources to help them support their child's learning at home, or creating opportunities for them to be involved at school.

It is important for the district to regularly review and adjust these strategies based on the needs of the students and the effectiveness of the interventions. It's also crucial to ensure that all actions are in compliance with Newburyport Public Schools and the Department of Education laws and guidelines.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities, Low-income Clear

Search...

Select All / Deselect All

- English learners
- Students with disabilities
- Low-income
- African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Newburyport (0204) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.

- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

* **Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

Newburyport (0204) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

Fostering meaningful connections with families and caregivers is vital for fostering student achievement and nurturing robust school communities. Our district employs several methods to consistently engage with families:

1. **Mutual Partnerships:** We cultivate a culture of mutual respect and trust with families, ensuring open lines of communication for effective collaboration.
2. **Aligned Objectives:** We link our engagement efforts with student learning objectives, clarifying curriculum details, assessments, and educational expectations for families.
3. **Community Involvement:** Our outreach extends beyond school walls, inviting family participation in decision-making and valuing their contributions to various educational facets.
4. **Diversity and Inclusion:** Acknowledging the richness of diverse backgrounds, we strive for inclusive engagement, sensitive to the linguistic and cultural uniqueness of our families.

Specific Steps for Accelerated Improvement:

Targeted Communication: For student groups targeted for accelerated improvement (such as Low-Income, English Language Learners, and students with disabilities), we will provide clear and regular communication. This includes sharing progress reports, academic updates, and resources tailored to their needs.

- **Family Workshops and Training:** We organize workshops and training sessions specifically for families of targeted student groups. These sessions cover topics like literacy support, understanding assessments, and accessing community resources.
- **Parent Advisory Committees:** We establish committees where parents and caregivers actively participate in decision-making. Their insights guide program enhancements and ensure representation. Examples include, but are not limited to our School Councils, CISL (Curriculum Instruction and Student Life, Superintendent Advisory Council, to name a few
- **Student-Led Conferences:** We encourage student-led conferences, where students share their progress and goals with their families. This promotes ownership and accountability. These are currently being held at our Middle and High School.
- **Resource Sharing:** We provide families with resources related to academic support, mental health, and community services. Regular newsletters, websites, and social media platforms keep families informed. Examples of these resources can be found on our district website, as well as, information is sent out in newsletters, Family Nights (Math Night, Title I Night, Freshman Orientation, etc.), Open HOuses with each school.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

To measure increased family engagement with parents/caregivers of students in targeted groups over the next three years, a multi-faceted approach could be considered:

1. **Surveys and Questionnaires:** Regularly distribute surveys and questionnaires to parents/caregivers to gauge their level of engagement and satisfaction. These can be done at the beginning, middle, and end of each school year.
2. **Attendance at School Events:** Track the attendance of parents/caregivers at school events such as parent-teacher conferences, workshops, and school functions. An increase in attendance can indicate higher engagement.
3. **Participation in School Programs:** Monitor the participation of parents/caregivers in school programs or initiatives designed for family involvement, such as, the Cultural Arts Night, College and Career Orientation, early literacy presentations and PreK/K parent/caregiver night.
4. **Volunteer Activities:** Keep a record of parents/caregivers who volunteer their time for school activities or in classrooms.
5. **Academic Performance:** Monitor the academic performance of the students. Increased family engagement often correlates with improved student outcomes. Follow guideline for communication of data to families, particularly those students in grades K-3 as part of Massachusetts Early Literacy Plan.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

Various stakeholders gave their feedback in the development of this plan. A survey was sent out to receive feedback about our programming at the early childhood levels around literacy. That feedback indicated that our families feel like we are doing a great job supporting early learning. There was feedback around receiving more communication from the staff working with their children and being able to sit with teachers to discuss the early literacy scores and what they mean for their child.

Each of our schools in Newburyport has an active School Council made up of parents, staff, community members and administration. These councils advises the building principal of goals for the schools through the use of data and feedback. This information is also utilized in the creation of this SOA plan.

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Newburyport (0204) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

EBP 2.1C Comprehensive Approach to Early Literacy+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Newburyport uses the My View/My Perspectives curriculum for literacy instruction in grade K-6, which provides a solid base for all students. The curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. There are also specialized instructional materials for English Language Learners as well as intervention materials. This curriculum has been aligned to the Massachusetts Curriculum Framework standards and incorporates scientifically based reading instruction. Teachers received training on consistent implementation of MyView literacy and Foundations programs throughout the 21-22 school year. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Every grade level K-5, spends a minimum of 90 minutes daily on literacy instruction employing whole group, small group, and individual instruction as needed. During the 22-23 school year, PreK - 5 educators will receive additional professional development on the written language components of MyView.

Newburyport's framework for literacy development provides a tiered model of instruction and support for all students. Core elements include: clear identification of students' needs; a tiered system of support that is based on strong core instruction; regular, frequent monitoring of all students and

changing interventions when students are not making progress to their expected level. Interventions and instructional supports are available to students not reading at level in grades kindergarten through grade 5. The goal for all students is to make one or more years of growth in reading every year.

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their schedule through our Title I programming. Newburyport has 1 Literacy Coach and four Title I teachers. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:

- Additional instruction flexible group with classroom materials
 - Example: Phonemic awareness lessons
 - Example: Phonics work with decodable readers
 - Example: Fluency work with repeated reading of classroom text
 - Example: Comprehension work with strategy application, discussion and writing to read strategies
- Direct instruction with a research-based reading intervention program and practice with classroom teacher
 - LEXIA (phonics/word recognition, phonological awareness, print concepts, fluency)
 - Read Naturally (fluency and word identification)
- Direct instruction in targeted goals with Title I teacher
 - LIPS (phonics/word recognition, phonological awareness, print concepts, fluency,)
 - Heggerty (phonemic awareness)
 - Small group instruction
 - It is important for the district to regularly review and adjust these strategies based on the needs of the students and the effectiveness of the interventions. It's also crucial to ensure that all actions are in compliance with Newburyport Public Schools and the Department of Education laws and guidelines. The future needs of Newburyport Public Schools is clear and focused. The addition of a dedicated Early Literacy Teacher for grades PreK - 3rd grade would be beneficial. This professional, ideally with a Master's degree in Reading and a deep understanding of both general and special education curriculum, instruction, and assessment practices, would be a valuable asset. In this role, the Early Literacy Teacher would guide general education, special education, Title I, and EL teachers in supporting struggling learners in reading. They would use various data points to create an accurate profile of each child and develop a plan for their success, supporting strong Tier Two intervention support. The Early Literacy Teacher would implement "Crafting Minds" strategies during data processing and train the staff in identifying early literacy challenges. Early identification is indeed key in supporting literacy.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Bresnahan Elementary School

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

1 Literacy Coach: 100,000
4 Title I Teachers 375,000 (1.4 teachers are paid through our Title I Grant)

NEW FY26 potentially: Early Literacy Teacher: \$110,000.00/annually,

Professional Development Funded through outside teacher endowment fund.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Administration, Instruction Leadership, Professional Development

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

DESE SISIP evaluation tool
Regular meetings with administration.
Evidence observed with the classroom that teachers are able to utilize all of the Early Literacy Tools to support student growth.

EBP 2.1D Early Literacy Screening and Support +

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

Newburyport currently has 1 Literacy Coach and 4 Title I teachers that work K-5 with the students in the district. Utilizing Dibels MClass as our Early Literacy screener. Newburyport also utilizes iReady Reading Diagnostic in the Spring for those students not responding to interventions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Bresnahan

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Dibels MClass K-3 online assessment tool.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Other Teaching Services

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

- Professional Development
- Instructional Materials, Equip., and Tech.
- Guidance and Psychological
- Pupil Services
- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition
- Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in literacy skills for our low-income, EL and special education populations identified in MCAS SGP on ELA grades 3-5.

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- EBP 2.2A Effective Use of WIDA Framework

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

Our EL Department currently consists of 1 EL Director, 1 EL Coordinator, 5.5 EL teachers, and 1.5 Family Liaisons.

The EL Department currently meets with teachers to support them with curriculum materials and instruction (based on the new WIDA English Language Proficiency Standards in how to teach the components of ELs literacy: Speaking, Reading, Writing, Listening). Through these meeting we support classroom teachers in determining educational goals and learning outcomes for the various English Language Learners. The EL teachers also provide direct instruction, based on the WIDA English Language Proficiency Standards, through ESL course offerings at the grades 6 - 12 level and, at the K - 5 level, through ESL direct instruction during literacy blocks and intervention blocks.

This Evidence-Based Practice (EBP) aims to enhance the knowledge foundation for all our educators regarding the WIDA English Language Proficiency

Standards. Implementing a consistent approach to professional development ensures that everyone adopts and applies instructional best practices. This strategic effort is crucial for promoting the achievement and progress of our English Language students.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Newburyport Public Schools currently has 1 EL Coordinator, 1 EL Director, 4 EL teachers (Grades PreK-12)

Utilizing the Office of Language Acquisition professional development providers to work with our staff PreK -12 on learning the WIDA standards. There are several no cost options through OLA.

Titles:

ICMEE Virtual Workshop: Considerations when Educating Multilingual Learners with Identified Learning Disabilities

WIDA Workshop Teacher Leaders: Planning with the ELD Standards Framework

to name a few.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in academic language achievement of English Learners as measured by ACCESS data.

Implementation of instructional practices with the classroom setting. Evaluated by the DESE Teacher Rubric.

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration+

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Newburyport High School (NHS) is seeking Innovation Pathway (IP) designation in the area of Environmental and Life Sciences with a focus on the environmental industry sector. In working with the Merrimack Valley Region MassHire Workforce Investment Board, the Greater Newburyport Area Chamber of Commerce and Industry, the Environmental and Life Science Pathway was identified as a viable industry sector in the Greater Newburyport Area.

Additionally, NHS has worked collaboratively with the Alliance of Climate and Environmental Stewards (ACES) and the Gulf of Maine Institute for the past few years to support field experiences for our students.

These industry partners have participated in an advisory council that has provided feedback on course offerings that support students skill development in the area of environmental studies and field work so they can successfully complete internships within their organizations. Due to this relationship, courses currently exist at NHS that align with an Environmental Pathway.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Newburyport High School

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Though many of the courses part of the IP at NHS have been part of the annual budgeting process, anticipated expenses will be purchasing updated textbooks for the advanced placement courses part of the pathway, such as AP Environmental Studies, AP Biology, AP Chemistry, and AP Statistics. Additionally, the new courses that have been developed over the past 2 years such as Conversation Biology and Environmental Field Studies benefit from place-based learning experiences. Travel to and from these locations will have an added expense. Currently course enrollment has allowed the use of District vans to transport students to off-site learning experiences in these classes. As enrollment increases, there will be the anticipated cost of budgeting for transportation as well offering financial assistance for students in the Dual Enrollment courses.

Additional expenses to the above will include offering teachers and the college and career staff time to finalize curriculum for the new course and the MyCAP work respectively.

As for purchasing equipment to benefit the IP, NPS plans to apply for Capital Skills funding to support the purchase of more advanced machinery/technology for the pathway.

For the original first year of this grant we are seeking \$75,000. To support the following two years, we would be looking for funding in the amount of \$150,000.

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers (+1 other)

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

As indicated by Newburyport High School's accountability report, there is a large gap between high needs students successfully completing advanced coursework and the All category. Based on the NHS Advanced Coursework Completion data, the gap of high needs (HN) students completing advanced coursework has widened over the past 2 years. In 2022, the rate of HN students completing advanced coursework was 61.3 compared to 80.5 of All students. In 2023, the rate of HN students completing advanced coursework was 44.2 compared to 75.5 of All students. It is through the pathway program that we intend to focus resources and targeted interventions to decrease this gap and increase HN students successfully completing advanced coursework.

Through the Innovation Pathway, we intend to decrease this gap and will ensure interventions happen proactively for students enrolled in the pathway. Over the past few years, Newburyport High School has developed a menu of interventions. Through an updated District Accommodation Plan, there are a range of tier 1 interventions available to help teachers identify various methods to differentiate supports in their classroom. Additionally, the student support team discussed in the prior paragraph has various tier 1 and 2 supports available to help further reinforce student skill development and provide academic and social emotional support. These include programs such as checkin - checkout where daily goals are identified for a student who then checks in each morning and afternoon with a counselor to reflect on the goals. Other programs include a monitored flex time. All students benefit from having a flex block every three days where they can sign-up for a teacher to get extra-help and support. Students who are part of a monitored flex time are scheduled by the teacher so the help they receive is more targeted and directed. Additionally programs may include a student being assigned to a learning lab support block or an ELL academic support block. Both of these programs are run by an academic teacher and an instructional aid who support students with their executive functional skills and provide targeted academic support. For students in need of social-emotional support, they may be assigned for weekly meetings with an adjustment counselor or participating in weekly group sessions facilitated by an adjustment counselor. Last, Newburyport Public

Schools has a partnership with Newburyport Youth Services which offers an after school Enrichment Center that provides school tutoring services for students qualifying as low-income or at-risk of not completing high school.

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- + EBP 2.4A Expanded Access to Pre-Kindergarten+**
- + EBP 2.4B Extended Learning Time**
- + EBP 2.4C Effective Programming for Multilingual Learners**
- + EBP 2.4D Diverse Enrichment Opportunities**

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

- + EBP 3.1A Intentional Hiring Systems**
- + EBP 3.1B Enhanced Pathways to Increase Diversity+**
- + EBP 3.1C Educator Preparation Partnerships**

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

- + EBP 3.2A Inclusive School Communities**
- + EBP 3.2B Retention Support Programs**
- + EBP 3.2C Pathways for Professional Growth and Leadership**

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

- + EBP 3.3A Resource Allocation Aligned to Student Success**
- + EBP 3.3B Support for Effective Team Practices**
- + EBP 3.3C Collaborative Labor-Management Partnerships**

SCHOOL CHOICE

Non-resident students may attend the Newburyport Public Schools under the provisions of General Laws, Chapter 76, Section 12b, as amended and modified, and subject to regulations drawn up by the superintendent and approved by the school committee. If the School Committee will not be participating in the school choice program, then by law and no later than June 1, of each school year the Committee must hold a Public Hearing to review participation in the school choice program, and hold a vote to withdraw from the school choice program for the year beginning the following September.

A. Cost of Tuition

1. The cost of tuition for non-resident students will be borne by the Commonwealth of Massachusetts in accordance with the law.
2. Funds received from the Commonwealth in payment of tuition for non-resident students will be deposited with the city treasurer in a separate account for the use of the school committee without further appropriation.

B. Admissions

1. The school committee will determine the number of non-resident students to be accepted on the basis of information provided by the superintendent. The committee will make this determination after considering enrollment, staffing needs, and class size data.
2. Information concerning the number of non-residents to be admitted will be published as the committee deems appropriate.
3. The superintendent will determine the acceptance of Choice students conditional upon availability of seats. A wait list will be established and admissions from the wait list will be on a first come, first serve basis.
4. Non-resident students currently enrolled shall continue to be enrolled.
5. By law, siblings of non-resident students (existing choice) enrolled in the schools take precedence in admittance over other applicants.
6. If a student moves and no longer lives in Newburyport but wishes to remain a student in the Newburyport Public Schools, a School Choice application must be completed and submitted to the superintendent. The superintendent will determine the acceptance of Choice students conditional upon availability of seats.
7. If there are more applicants than seat availability at a particular grade level, a lottery will be held to determine who will be accepted and the others will remain on a waitlist until

future seats become available. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.

8. Non-resident students admitted under this policy may maintain their enrollment until they graduate.
9. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, athletic performance, academic performance, or proficiency in the English language.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

C. Transportation

The school committee will not provide transportation for non-resident students enrolled under this policy.

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
DESE 603 CMR 26.00

CROSS REF.: JLCA, Physical Examination of Students
JLCB, Inoculations of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services

Adopted: June 19, 2017

Revised: February 27, 2024

JOB DESCRIPTIONS

1. Director of Student Services (modified)
2. Special Education Program Supervisor – Social Emotional Learning (new)
3. Special Education Program Supervisor – Academic (new)
4. Director of Human Resources (modified)
5. Assistant Superintendent of Teaching and Learning (new)
6. Financial Analyst (new)

**Newburyport Public Schools
Director of Student Services
Job Description**

TITLE:

QUALIFICATIONS:

1. Massachusetts licensure as a Special Education Administrator
2. Masters Degree required
3. Minimum of 5 years of experience as a Director of Pupil Services
4. Strong knowledge of pertinent laws and regulations
5. Strong organizational, problem solving, interpersonal, and communication skills
6. Employment based on successful completion of CORI and fingerprinting background
7. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

TERMS OF EMPLOYMENT: Full time, Full Year

JOB SUMMARY

The Director of Student Services is a district leadership role. The Director will supervise and coordinate the district's special education programs and all specialized services including ELL, McKinney Vento and foster care services; provide leadership for the staff in the implementation of the philosophy and goals of the school district; and ensure that students of diverse abilities and backgrounds can access educational opportunities by providing specially designed instruction suited to meet their needs.

PERFORMANCE RESPONSIBILITIES (include but are not limited to):

1. Coordinate all aspects of special education programming in accordance with State and Federal Laws as well as: a. Section 504 b. EL b.. Supervisor of Attendance c.. Response to Intervention d. McKinney Vento, e. Foster Care
2. Represent the school district in matters relating to mediation, litigation, due process hearings, and/or court ordered placements regarding students in special education
3. Plan and administer the annual budget and provide expenditure control on established budgets for special education
4. Write and manage special education grants
5. Assist parents to develop a Special Education Parent Advisory Council
6. Act as a liaison between the Department of Elementary and Secondary Education, other agencies, organizations, groups and citizens and the district's special education staff and programs
7. Coordinate Medicaid Administrative claiming process and Circuit breaker claiming process

8. Oversee related service programs (OT, PT, SLPs, BCBAAs, Instructional Assistants, Guidance Counselors, School Adjustment Counselors and Psychologists)
9. Supervise building-based Team Chairs and Program Supervisors
10. Evaluate Program Supervisors
11. Coordinate the supervision and training of special education instructional assistants
12. Evaluate service delivery centers and all service delivery models for efficacy and efficiency
13. Attend IEP TEAM meetings when there may be a financial or legal liability or if requested or required due to the complexity of the case
14. Manage and provide for the transportation requirements of students in special education
15. Supervise all out-of-district placement decisions and monitor case management of students in outside placements
16. Coordinate the recruitment and hiring of additional and replacement staff with building principals
17. Support development of School Committee policy for special education as needed or required
18. Conduct or plan for professional development to meet the needs of special education and support staff
19. Maintain updated information within special education as required by state and federal regulations
20. Serve as District liaison to CREST Collaborative Special Education Advisory
21. Supervise all Special Education programming and assist in the adjustment of any vision or best practices
22. Meet and complete all DESE/OSEP reporting requirements and facilitate all audits and compliance reviews
23. Interacts as a central office contact and liaison with parents and the community.
24. Performs any other related duties as assigned by the Superintendent

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Newburyport School Committee

Reviewed: _____
Approved: _____

Newburyport Public Schools
Special Education Program Supervisor- Social Emotional Learning
Job Description

TITLE: Special Education Program Supervisor-Social Emotional Learning

QUALIFICATIONS:

1. Masters Degree in Special Education and/or related services
2. DESE Administrator of Special Education license
3. Five years of experience as a related service provider
4. Experience with special education curriculum and programming. Facilitating and designing services and programs for students
5. Outstanding written and verbal communication skills
6. Well-organized with excellent leadership abilities
7. Exceptional interpersonal and presentation skills
8. Experience facilitating TEAM meetings and committing district resources
9. Employment-based on successful completion of CORI and fingerprinting background
10. Such alternatives to the above qualifications as the school department may find appropriate and acceptable.

REPORTS TO: Director of Student Services

TERMS OF EMPLOYMENT: Full time, 199 days

JOB SUMMARY

The Special Education Program Supervisor-Social Emotional Learning implements and maintains special education programs and SEL services in conformance to district procedures and state and federal laws and regulations. Position works cooperatively as an interdisciplinary team member to provide services and to devise an appropriate advancement plan for referred students and their families. Position manages, monitors and facilitates the work and responsibilities for departmental school psychologists, social workers, Board Certified Behavior Analysts (BCBA) and school adjustment counselors.

PERFORMANCE RESPONSIBILITIES (include but are not limited to):

1. Supervises and administers division wide special education and ELL programs.
2. Supervises and administers district wide behavior/Social Emotional Learning (SEL) programs, individual behavior/SEL cases(In district and out of district)
3. Chairs eligibility and IEP meetings as assigned by the Director of Student Services
4. Interacts with parents and advocates of students with disabilities for the purpose of defining and implementing services addressing the needs of each qualifying student
5. Interprets state and federal regulations governing special education and ensures compliance.

6. Assists in program development, implementation, and revision as needed for Therapeutic Learning Centers, Bridge for Resilient Youth in Transition (BRYT, and Bridge) programs
7. Visits schools and observes programs on a regular basis to ensure consistency and vertical alignment throughout the district
8. Serves as a resource and advisor to teamchairs, 504 coordinators, school adjustment counselors, principals and teachers regarding assigned special education programs and foster/homeless students
9. Provides supervision to school based special education teachers, SACs, and teamchairs in reflective practice
10. Evaluation of special education staff/related providers
11. Participates in personnel functions (e.g. recruitment, hiring, evaluations, etc.) for the purpose of maintaining adequate staffing, matching staff to student needs and ensuring that objectives of special education programs are achieved while maintaining fiscal responsibility
12. Supports Director of Student Services and interacts as a central office contact and liaison with parents and the community
13. Acts as a member of the school crisis team to provide intervention to students when necessary.
14. Provides oversight, mentoring, consultation, and monitors the fidelity and program goals of district wide social emotional goals.
15. Provides direct support to schools through coordinated site visits, staff consultations, and collecting applicable data
16. Performs any other related duties as assigned by the Director of Student Services

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Newburyport School Committee

Reviewed: _____
Approved: _____

Newburyport Public Schools
Special Education Program Supervisor- Academic
Job Description

TITLE: Special Education Program Supervisor-Academic Programs

QUALIFICATIONS:

1. Masters Degree in Special Education and/or related services
2. DESE Administrator of Special Education license
3. Five years of teaching experience
4. Experience with special education curriculum and programming. Facilitating and designing services and programs for students
5. Outstanding written and verbal communication skills
6. Well-organized with excellent leadership abilities
7. Exceptional interpersonal and presentation skills
8. Experience facilitating TEAM meetings and committing district resources
9. Employment based on successful completion of CORI and fingerprinting background
10. Such alternatives to the above qualifications as the school department may find appropriate and acceptable.

REPORTS TO: Director of Student Services

TERMS OF EMPLOYMENT: Full time, 199 days

JOB SUMMARY

The Special Education Program Supervisor-Academic Programs implements and maintains special education programs and services in conformance to district procedures and state and federal laws and regulations.

PERFORMANCE RESPONSIBILITIES (include but are not limited to):

1. Chairs eligibility and IEP meetings (in district and out of district) as assigned by the Student Services Director. Interacts with parents and advocates of students with disabilities for the purpose of defining and implementing services addressing the needs of each qualifying student
2. Interprets state and federal regulations governing special education and ensures compliance.
3. Assists in curriculum development, implementation, and revision.
4. Provides guidance in the selection of instructional materials and equipment for special education academic programs
5. Routinely observe and evaluate classrooms to ensure consistency and district vertical alignment.
6. Serves as a resource and advisor to teamchairs, principals and teachers regarding special education programs
7. Assists teachers in the improvement of instructional practice
8. Supervises school based special education teachers, related service providers, and teamchairs while assisting school administrators with evaluating them

9. Evaluates the effectiveness of instructional methods and programs and recommends revisions and improvements as needed
10. Participates in personnel functions(recruitment, hiring, evaluations) for the purpose of maintaining adequate staffing, matching staff to student needs and ensuring that objectives of special education programs are achieved while maintaining fiscal responsibility
11. Supports Director of Student Services and interacts as a central office contact and liaison with parents and the community
12. Performs any other related duties as assigned by the Student Services Director.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Newburyport School Committee

Reviewed:

Approved:

**Newburyport Public Schools
Director of Human Resources
Job Description**

TITLE: Director of Human Resources

- QUALIFICATIONS:**
1. Bachelors Degree/Graduate Certification in Human Resources
 2. A minimum of five years of successful management experience preferred
 3. Experience with supervisory responsibilities preferred
 4. High degree of skill in working with a wide variety of constituents including school district employees, administrators, city officials, staff members, and state agencies including the Department of Elementary and Secondary Education
 5. Outstanding written and verbal communication skills
 6. Well-organized with excellent leadership abilities
 7. Exceptional interpersonal and presentation skills
 8. Ability to work effectively in a union and collective bargaining environment
 9. Employment based on successful completion of CORI and fingerprinting background
 10. Such alternatives to the above qualifications as the school department may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

TERMS OF EMPLOYMENT: Full time, full year

JOB SUMMARY

The Human Resources Director reports directly to the Superintendent and has the primary responsibility for providing leadership and overall administration and evaluation to ensure optimal service and practices in the areas of recruitment, retention, labor relations, employee discipline and legal compliance in an education setting. The Director of Human Resources is also responsible for interpreting existing policies and procedures; and addressing employee complaints or concerns. The Director of Human Resources must exercise initiative and independent judgment in ensuring proper administration of personnel programs. The Director of Human Resources must also exercise tact and courtesy in frequent contact with employees and representatives of outside agencies and organizations.

PERFORMANCE RESPONSIBILITIES (include but are not limited to):

1. Manage and supervise the human resources department.
2. Manage recruitment and onboarding efforts to obtain highly qualified candidates for vacancies and staffing needs.

3. Serve as the district Title IX Coordinator
4. Assist with the district administrative hiring process.
5. Plan, coordinate and record annual mandated training training for all employees
6. Investigate personnel issues and, along with central administration, determine the appropriate course for action
7. Maintain compliance with federal, state law and regulations and ensure contract language is followed
8. Maintain currency in the regulations, statutes, rules and policies affecting the human resource matters, and inform central administration of any updates
9. Maintain confidentiality with all human resource matters
10. Responsible for maintaining and updating all job descriptions
11. Assist with and participate in developing strategy for collective bargaining and individual contract negotiations including confidential salary information and employment policies
12. Assist in the operation of New Teachers Orientation/mentor program
13. Oversee DESE educational licensure verification and record keeping
14. Manage the recordkeeping of all graduate credits as it relates to contractual salary advancement
15. Provide resources and support for employees when necessary.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Newburyport School Committee

Reviewed: _____
Approved: _____

Newburyport Public Schools
Assistant Superintendent of Teaching and Learning
Job Description

TITLE: Assistant Superintendent of Teaching and Learning

- QUALIFICATIONS:**
1. Master's degree or higher from an accredited college or university with a focus in curriculum and instruction preferred, a background in curriculum/instruction and supervision. Graduate work beyond the Master's degree preferred
 2. A valid Massachusetts Superintendent or Assistant Superintendent license or proof of eligibility
 3. A combination of at least ten (10) years of successful experience in teaching and/or school leadership
 4. Ability to work as a member of a highly functioning team.
 5. Outstanding written and verbal communication skills
 6. Well-organized with excellent leadership abilities
 7. Exceptional interpersonal and presentation skills
 8. Working knowledge of relevant technologies: internet and email systems; word processing, presentation, spreadsheet software; and educational software
 9. Employment-based on successful completion of CORI and fingerprinting background
 10. Such alternatives to the above qualifications as the school department may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

TERMS OF EMPLOYMENT: Full time, full year

JOB SUMMARY

The Assistant Superintendent is a member of the Superintendent's leadership team, and reports directly to the Superintendent of Schools. Responsible for partnering and co-leading educational efforts with colleagues such as the Director of Special Education, building principals, building-based teams and teacher leaders who will be part of a network of staff who facilitate teaching and learning efforts across the District. The Assistant Superintendent will serve as a resource, guide and strategic planner, helping to capitalize on the diversity of our people, perspectives, and ideas.

PERFORMANCE RESPONSIBILITIES (include but are not limited to):

Curriculum Development

1. Oversee the design/development, selection, revision and implementation of the District's curriculum, ensuring alignment with state and national standards
2. Oversee the effective and efficient implementation of educational and instructional programs in compliance with local, state, and federal regulations
3. Lead efforts to foster innovative and evidence-based instructional practices and pedagogical strategies.

4. Coordinate and articulate curriculum among and between grades
5. Work with the Teaching and Learning Leadership Team and the School Leadership Team in the evaluation of instructional materials, including textbooks, programs, digital resources, library/media acquisitions and other instructional materials and resources
6. Support the implementation of the district's mission, vision, values and goals as it pertains to Portrait of a Graduate
7. Provide leadership in developing plans for instructional research such as pilot studies, new courses of study, etc

Technology and Communication

1. Supervises district curriculum team and technology integrators to work with Principals and building administration to oversee implementation and evaluation of instructional technology.
2. Provides leadership and supervision to the district operational technology team.
3. Communicates to professional staff, parents, and the community at large the goals and objectives of the schools. Oversees operational technology as it applies to communications.
4. Works directly with the Superintendent to develop, evaluate and implement the NPS strategic plan.
5. Provide and maintain up to date website information about the District's curriculum, instruction, and assessments, and the ways in which families and caregivers can engage in the learning process

Professional Learning/Data Analysis

1. Promote a culture of continuous learning and growth among educators and support staff
2. Maintain current knowledge of educational trends, innovations, and practices and local, state, and federal programs, laws, regulations, and legislation related to curriculum, instruction, and assessment
3. Coordinate and manage the District's Assessment System, including universal screeners, early literacy assessment, formative and summative assessments, and MCAS
4. Collaborate with district leaders to establish assessment strategies and data collection methods to evaluate student performance and program effectiveness
5. Utilize assessment data to inform instructional decision-making and improve educational outcomes.

Stakeholder Engagement

1. Foster positive relationships with parents, students, and the broader community to promote a shared vision for education
2. Collaborate with parents and community organizations to strengthen educational partnerships

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

Equal Opportunity/Affirmative Action Employer

Newburyport School Committee

Reviewed: _____
Approved: _____

Newburyport Public Schools
Financial Analyst
Job Description

TITLE: Financial Analyst

QUALIFICATIONS:

1. Bachelor's degree required, preferably in Accounting, Finance or Business Administration or equivalent. Masters Degree preferred.
2. Five (5) years of school or municipal experience; or any equivalent combination of education and experience
3. Three (3) to five (5) years of related finance administration
4. Project management and organizational skills
5. Strong analytical aptitude and attention to details
6. Outstanding written and verbal communication skills
7. Well-organized with excellent interpersonal skills
8. Strong customer service orientation
9. Working knowledge of relevant technologies: internet and email systems; word processing, presentation, and spreadsheet software; and educational software
10. Employment based on successful completion of CORI and fingerprinting background
11. Such alternatives to the above qualifications as the school department may find appropriate and acceptable

REPORTS TO: Business Manager/Director of Human Resources

TERMS OF EMPLOYMENT: Full time full year

JOB SUMMARY

The Finance Analyst for the Newburyport School Department has responsibility for supporting the Business Manager with administering and supervising the business affairs of the district; the development, production and implementation of the school department budget as it relates to district salaries; payroll, expense administration, financial reporting.

PERFORMANCE RESPONSIBILITIES (include but are not limited to):

1. Develop and implement the District's payroll system and procedures; provides timely and accurate financial information and ensures the integrity of the financial data by instituting proper internal controls.
2. Provide input in regard to the development and implementation of school finance policies and procedures
3. Compile and update Professional Salaries and pertinent information for Munis/Allovue software.
4. Enter and maintain accurate financial data and run reports from personnel and financial databases
5. With a focus on building organizational capacity, provide assistance, guidance and training to school principals, other administrators, and clerical staff in managing their payroll and attendance
6. Salary calculations for new hires, FMLA prorations, job changes etc
7. Enter and maintain information in Harper Payroll System and Aspen including salary, budgeting account

information, deductions position codes and other essentials.

8. Assist with and participate in developing strategy for collective bargaining and individual contract negotiations including confidential salary information and employment policies.
9. Assist with and participate in collective bargaining and other employee contract negotiations.
10. Provide analysis of departmental, program, and grant budgets to provide Finance leadership and administrators with financial modeling, trend analysis, forecasting, and projections for budget development and management
11. Collaborate with key internal partners including the City of Newburyport and its departments, and Central office administration to maintain accurate payroll and insurance monthly reconciliations.
12. Coordinate and manage special projects, as assigned by the Business Manager/Director of Human Resources; perform other duties as assigned

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Newburyport School Committee

Reviewed: _____
Approved: _____

GCA: PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school system will be created initially by the School Committee. It is the School Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the School Committee may abolish a position it has created.

Each time a new position is established by the School Committee, or an existing position is modified, the Superintendent will present for the School Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

Adopted: December 18, 2017

Revised: October 2, 2023

Chart A: FY24 Central Office Structure

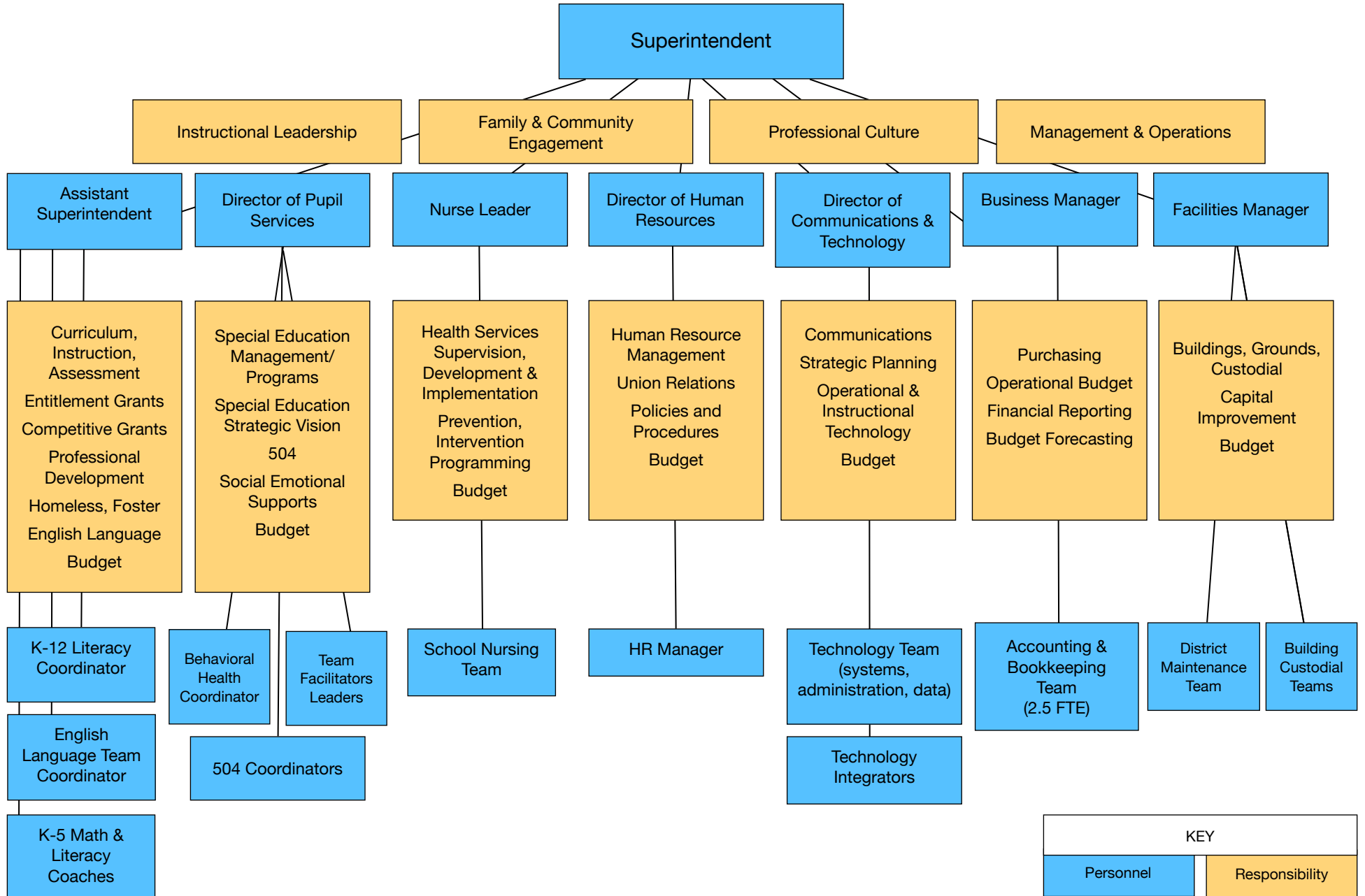
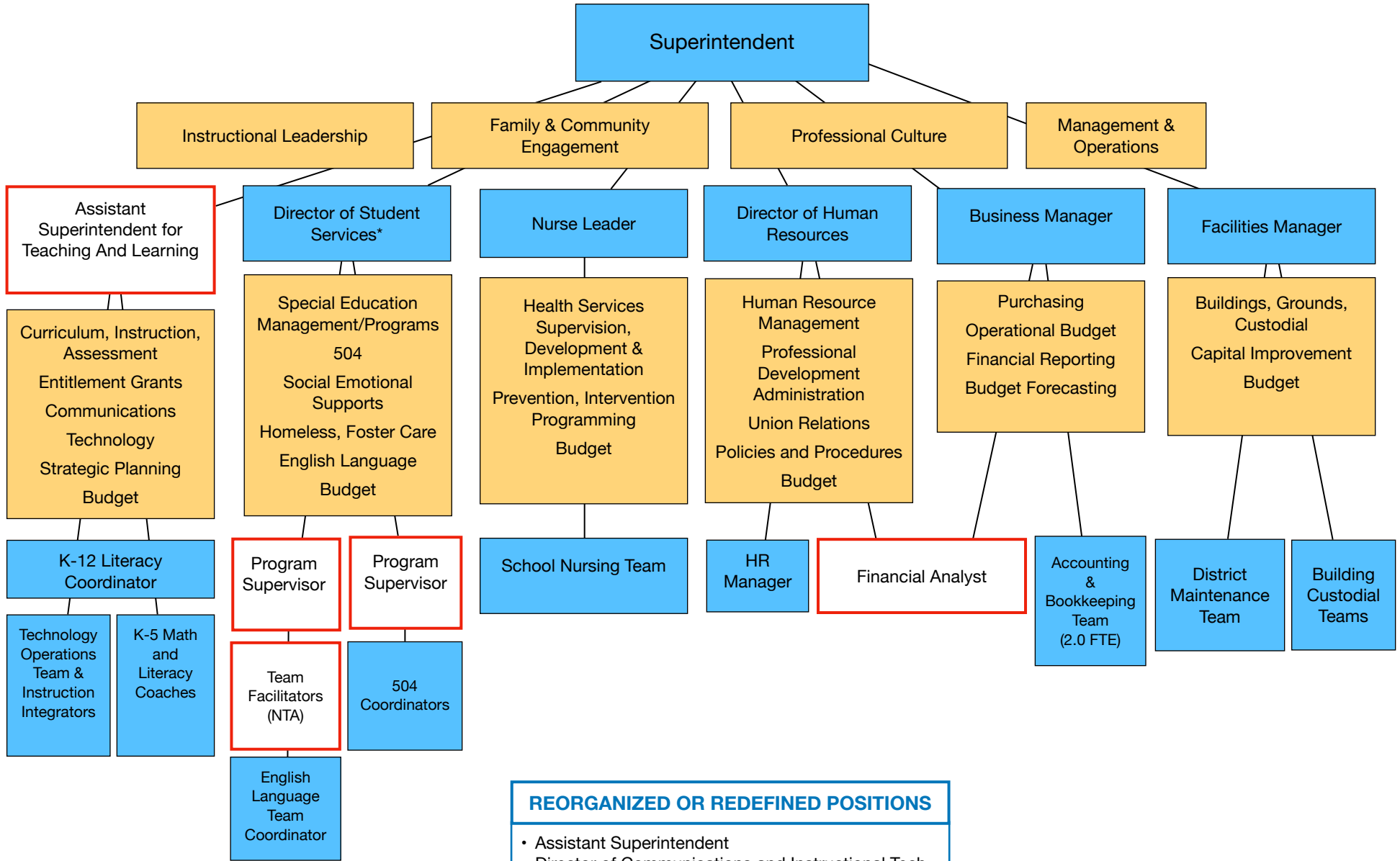


CHART B: FY25 Proposed Central Office Structure



KEY		
Personnel	Responsibility	New Position

- REORGANIZED OR REDEFINED POSITIONS**
- Assistant Superintendent
 - Director of Communications and Instructional Tech
 - Behavioral Health Coordinator
 - Director of Pupil Services
 - Team Facilitation Leader
 - Payroll Clerk

*see Student Services Org chart

CHART C: FY24 Pupil Services Structure

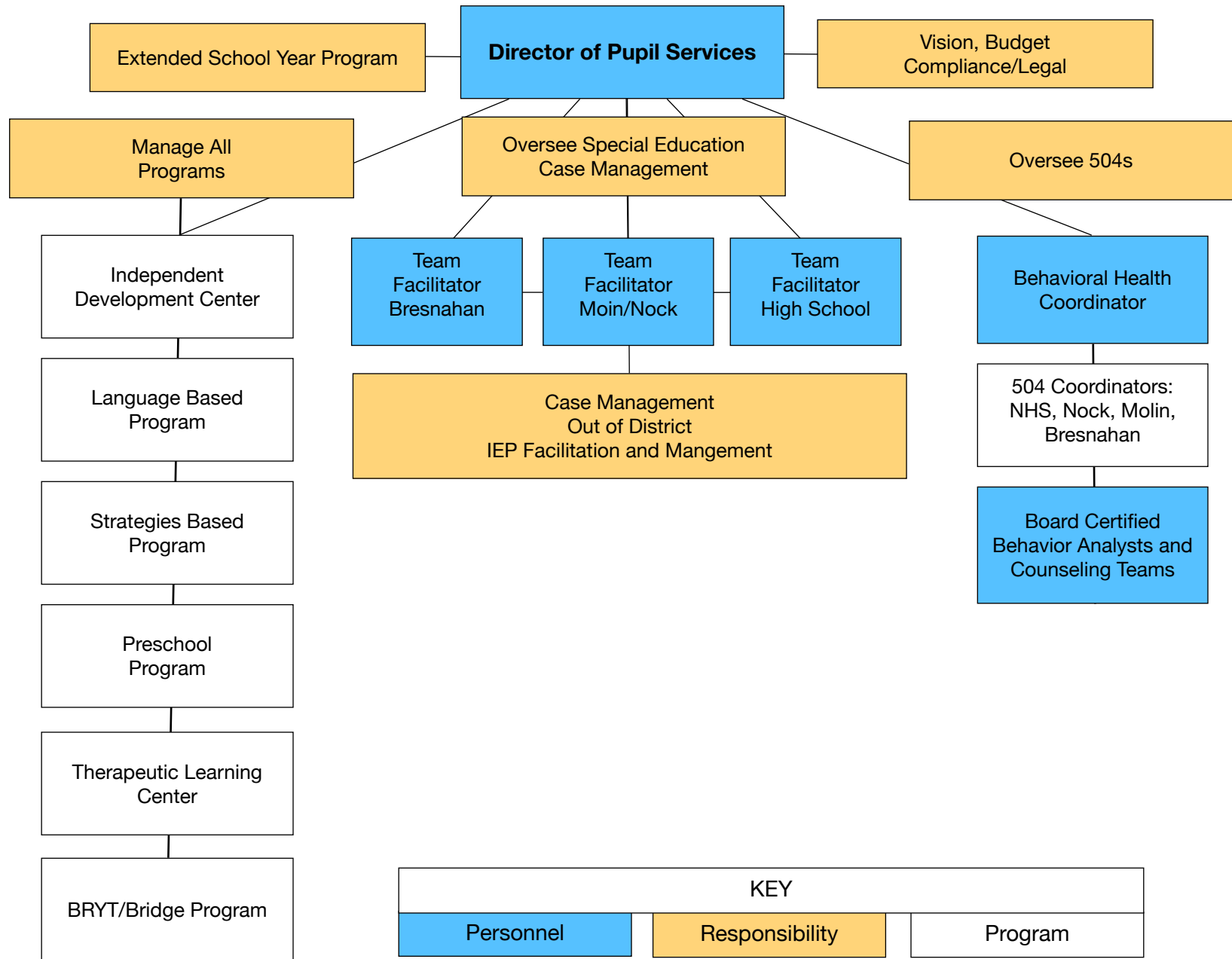
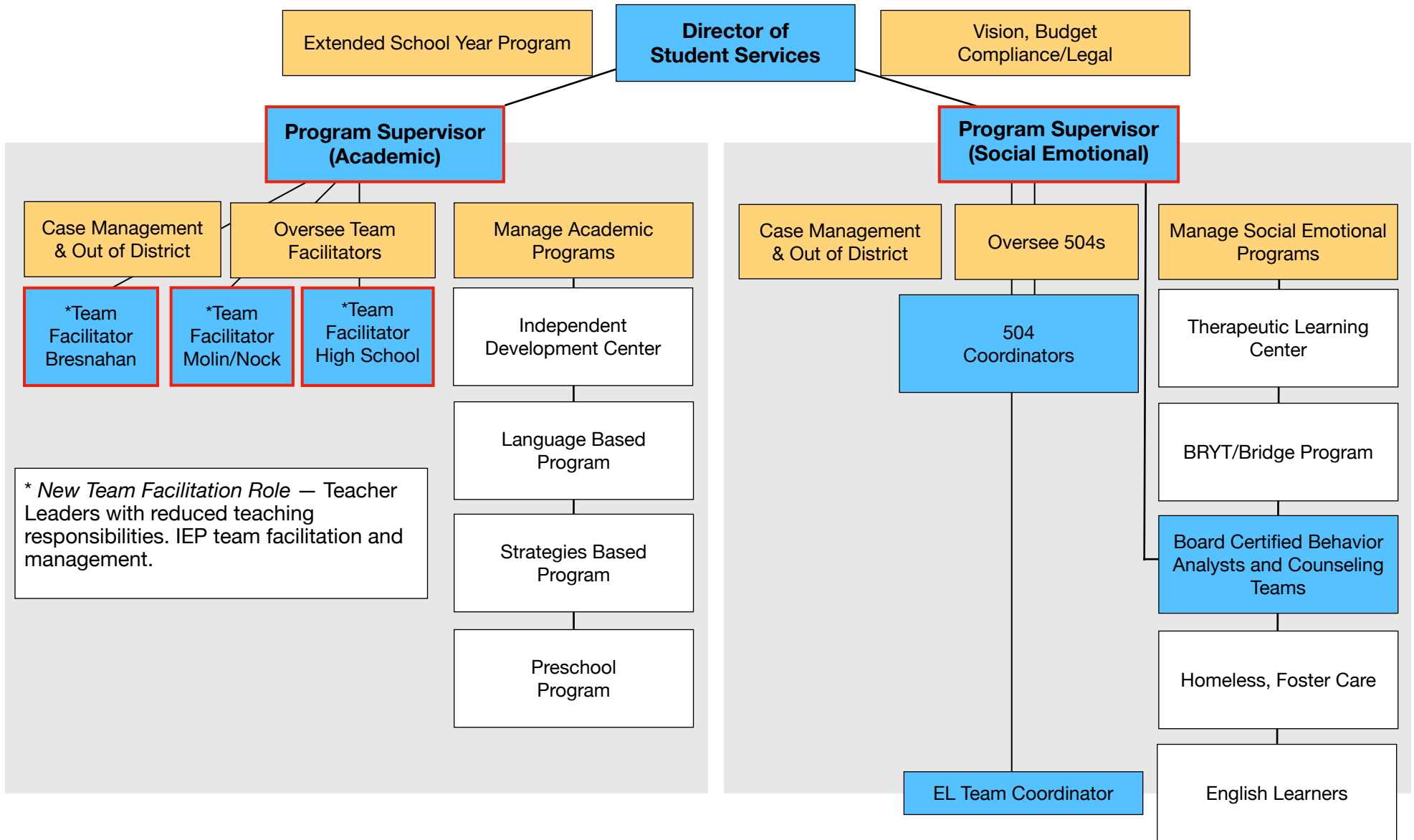


CHART D: FY25 Proposed Student Services Structure



* *New Team Facilitation Role* – Teacher Leaders with reduced teaching responsibilities. IEP team facilitation and management.

KEY		
Personnel	Responsibility	Program

NEWBURYPORT PUBLIC SCHOOLS

SCHOOL COMMITTEE

March 18, 2024

**CANDIDATES FOR
NEWBURYPORT REPRESENTATIVE
WHITTIER TECH SCHOOL COMMITTEE**

Mary DeLai

Donna Holaday

Carolyn Layzer

Owen Smith