

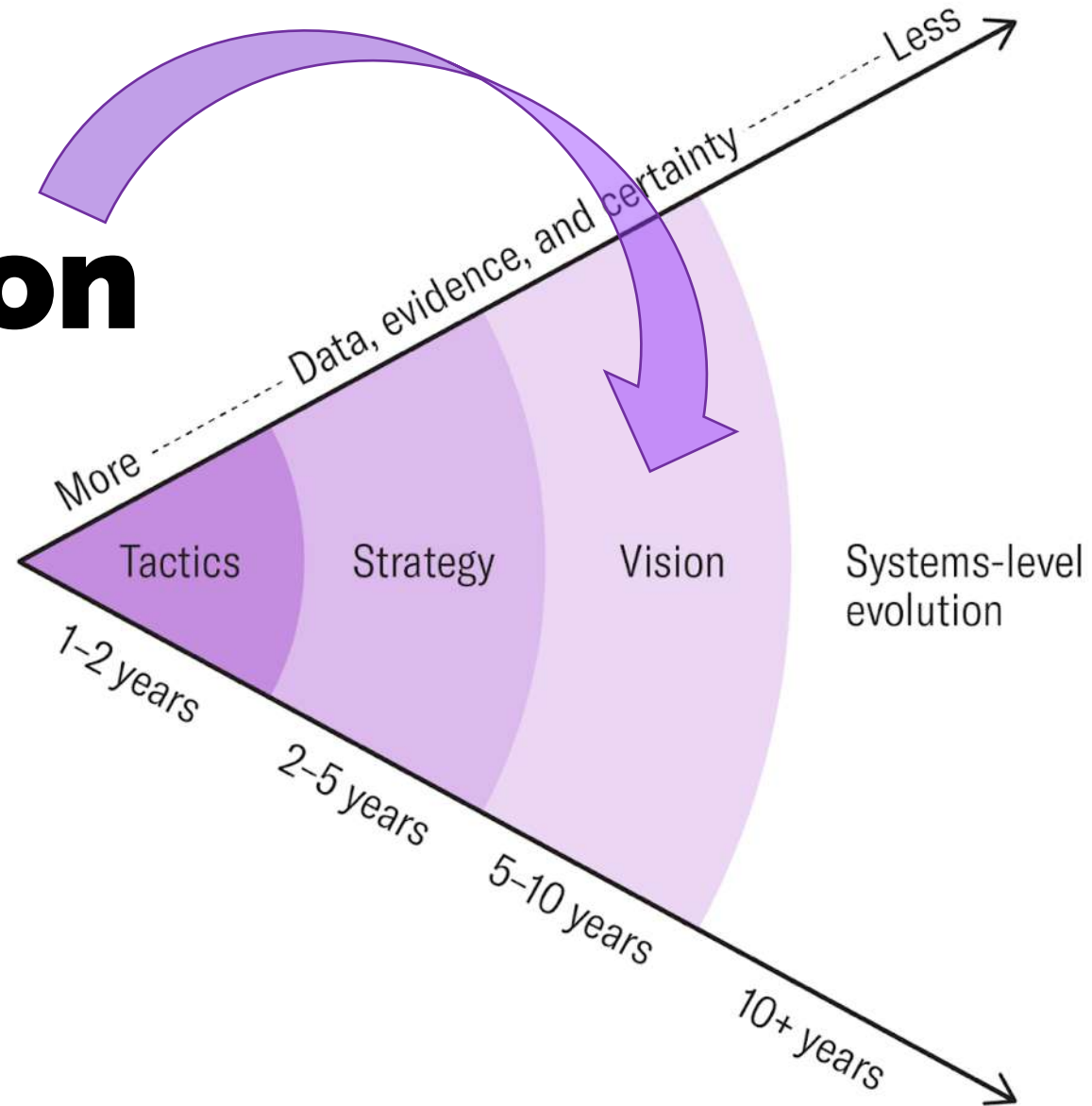
The background of the image is a light, clear sky. In the foreground, there are several dark silhouettes of people, likely graduates, celebrating. They are holding up their black graduation caps (mortarboards) and rolled-up diplomas. The caps are at various heights, some being tossed into the air. The diplomas are held high, some with red tassels visible. The overall scene conveys a sense of achievement and joy.

# Portrait of a Graduate

Newburyport Public Schools

# Building a Shared Vision

## Portrait of a Graduate

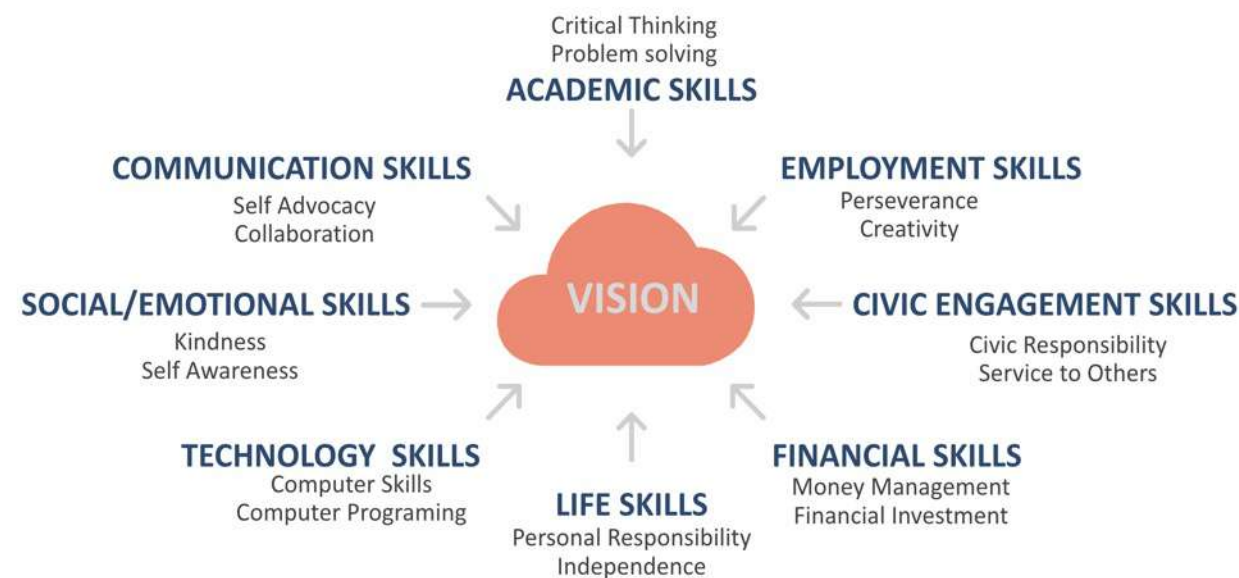


<https://hbr.org/2019/07/how-to-do-strategic-planning-like-a-futurist>

Source: Amy Webb, Future Today Institute

**In the 2018-19 school year, the NHS faculty embarked on a process to create a vision of a graduate.**


## VISION OF A NHS GRADUATE




# Overview

In the fall of 2021, over 700 students, staff, parents, guardians, city officials, and interested community members joined this process to establish a District-wide Portrait of a Graduate.





**Participants explored  
economic, technological,  
demographic, and  
environmental trends.**



**Focus groups were asked to identify the skills, mindsets, and knowledge they felt NPS graduates will need to be successful after graduation.**

---






**The community shared  
hundreds of comments  
and ideas.**

---

**What follows is a summary of  
our work.**

A hand holding a smartphone in front of a whiteboard with sticky notes. The text is overlaid on the image.

**The comments and ideas for each area (skills, knowledge, mindsets) were categorized and ranked using a qualitative analysis process.**

---

# Skills Categories

<b>Creativity, collaboration and problem solving</b>	91
<b>Life skills</b>	30
<b>Financial literacy</b>	24
<b>Reading, writing, speaking, listening</b>	22

<b>Thinking critically</b>	22
<b>Communicating</b>	12
<b>Researching</b>	12
<b>Technology skills</b>	10
<b>Civic engagement skills</b>	10

# Mindset Categories

Empathetic and accepting	41
Growth mindset/positive	38
Resilience/perseverance	24
Self advocate	20
Open minded	19

Strong work ethic	18
Creative and innovative	15
Community oriented	14
Wellness	14
Passionate and happy	11



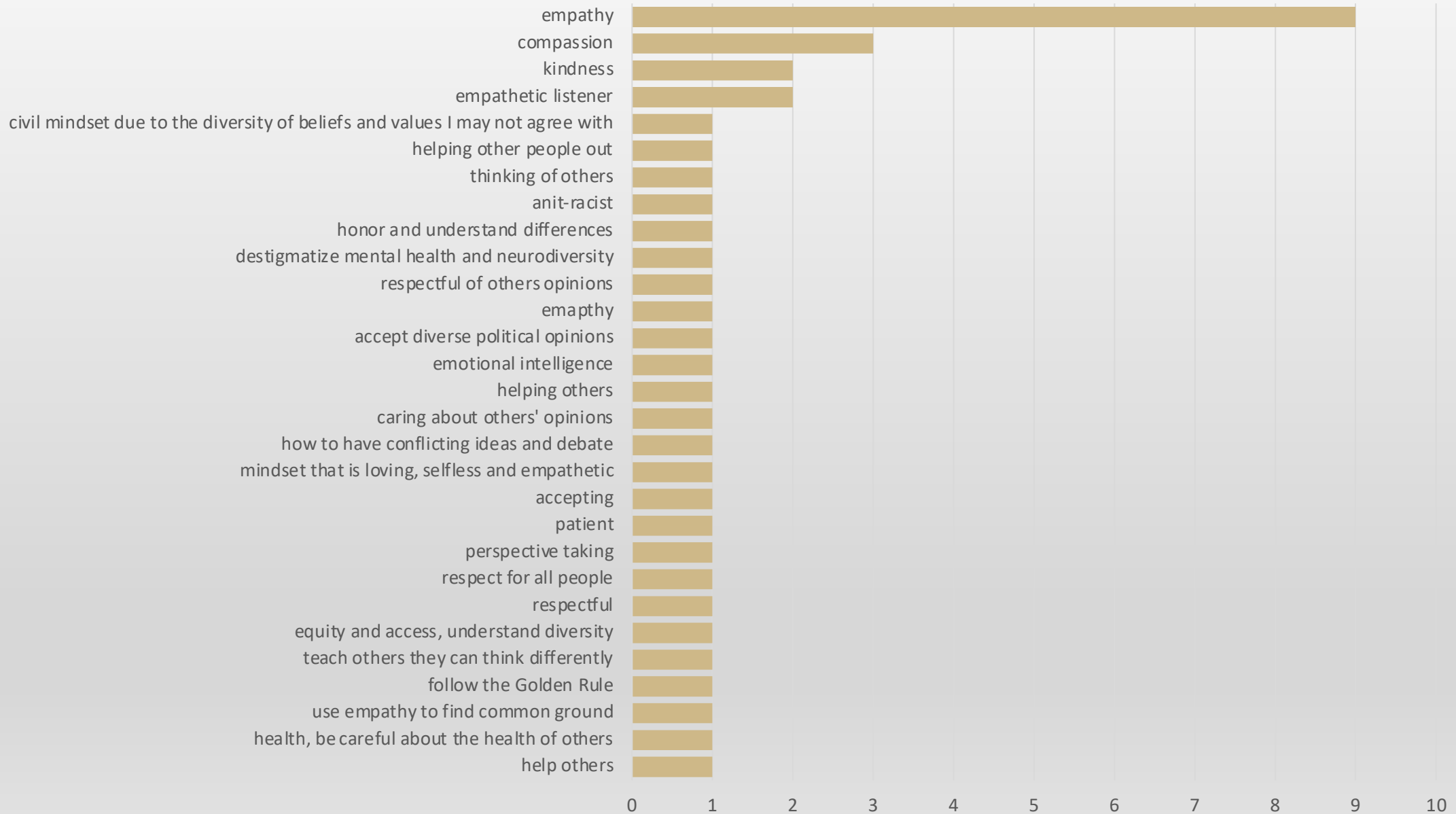
# Knowledge Categories

Personal Finance	40	Work Force Ready	18
Social Sciences	37	Health and Wellness	11
Global Understanding	23	Environmental Science	12
STEM	20	Media Literacy	10
Info and Data Analysis	18	Executive Functioning	10



**Within each  
category,  
comments were  
reviewed.**

# Empathy Comments



# Resiliency Comments



# Collaboration Comments (skills)





# A Sampling of Comments

**Global Learners...** “graduates should be able to speak at least two languages”

**Civic Engagement...** “understanding data on gun violence and the political barriers to reducing given violence,” “having the power to create change or be an agent of change,” and “having the knowledge so that they can participate in decision making in a democracy”

**Workforce Ready...** “more options for alternative educational experiences” and “more certificate style programs offered to students as an alternative to 4-year college”

**Science, Technology, Engineering, Math...** “knowledge of scientific breakthroughs e.g., genetics” and “using coding and technology for career and activism”

## Diversity, Equity and Inclusion

- “there are others that think, believe, look and act differently. These differences should be embraced”
- “we need the ability to question assumptions”

## Health and Wellness

- “destigmatize addiction and mental illness,”
- “techniques to deal with stress and anxiety,”
- “know how to say no”

## Lifelong Learners

- “teachers are not the ultimate source of knowledge”
- “choose your teacher wisely”

**Comments were also analyzed  
for common ideas across the  
skills, mindsets, and knowledge  
categories.**

---

**Overwhelmingly,  
participants  
recommended  
programming that  
allows our  
graduates to...**



**Develop physical, social, and emotional wellness skills**



**Become literate across the disciplines**



**Practice creation, innovation, collaboration and problem-solving**



**Engage civically**



**Prepare for life after graduation**

# Develop physical, social, and emotional wellness skills

---



---

Able to self advocate

---

Embraces a growth mindset and positive attitude

---

Empathetic and accepting

---

Resilient and persevering

---

Passionate and happy

---

Adaptable and flexible

---

Socially, physically and emotionally healthy

# Become literate across all disciplines

---



---

Passionate reader, writer, speaker and listener

---

Strong multi-media communicator

---

Engaged student of...literature, mathematics, science, social sciences, languages, and the arts

---

Curious and critical scholar

# Practice creation, innovation, collaboration, and problem solving

---



---

Creator and innovator

---

Problem solver

---

Collaborator

---

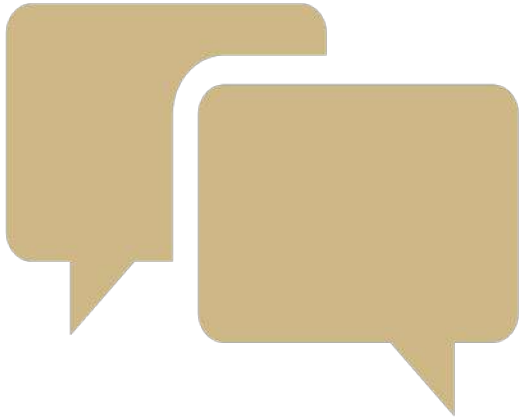
Critical thinker

---

Effective researcher

# Engage civically

---



---

Community oriented

---

Strong understanding of civics and how American government works

---

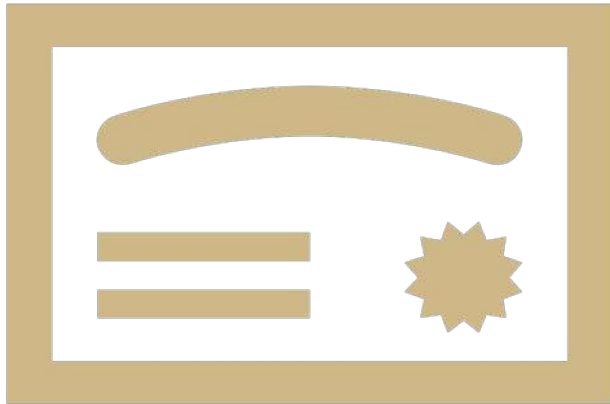
Aware of and connected to our global world

---

Environmentally engaged

# Prepare for life after graduation

---



---

Lifelong learner

---

Motivated to set goals


---

Able to independently navigate the world to meet their goals

---

Strong work ethic and healthy work-life balance

# Newburyport's Portrait of a Graduate



**NPS  
Graduates  
Are...**



Physically,  
socially and  
emotionally well



Literate across many  
disciplines



Creative, innovative,  
collaborative problem-  
solvers

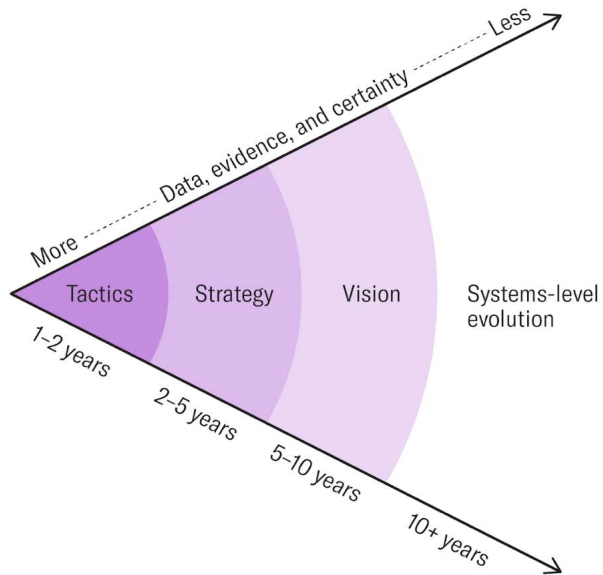


Civically engaged



Prepared for life  
after graduation

# NPS Planning for the Future



**One Vision:**  
Portrait of a Graduate



**Seven Strategic Objectives:**  
Reimagine



**Continuous  
Tactical  
Cycles:**

District Goals  
School  
Improvement Plans  
Educator Goals



# REIMAGINE

A COMMUNITY OF STAKEHOLDERS

DIVERSITY, EQUITY, & INCLUSION

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

*Strong connections* between district leaders and NPS school associations promote creative problem-solving and effective operations. With the success of students' school years, the NPS *together.*

Through partnering with Rotary Club, the Gay, Lesbian, Bisexual, and Transgender Environmental Studies *opportunities to connect and engage in civic*

Whether through the Special Education Plan and guardians are *supporting the data parent community*

UNION PARTNERSHIPS

COMMUNITY COLLABORATION

PARENT PARTNERSHIPS



# REIMAGINE

ORGANIZATIONAL DESIGN AND OPERATIONS

LATER START TIMES

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

IN-DISTRICT STUDENT SUPPORT

By reallocating resources, we expanded *in-district special education programming and invested in systems* to provide enhanced support and intervention for all students. Reading, math, and literacy positions were strategically expanded throughout the district. In collaboration with parents, we are working to expand our support across all grades.

Each year the superintendent and examination of existing structures, student needs, budget, requires goals guide recommendations for school and district level.

We analyze staffing patterns, post that our budget is focused on the developing cost-effective educational support program growth, and operational savings.



# REIMAGINE

A CULTURE THAT CULTIVATES THE BEST IN ALL OF US

DISTRIBUTED LEADERSHIP

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

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

*At the Middle Principals* at all schools began to Newburyport School created a Facebook. It develops a comprehensive plan for new channels.

*News*: The Superintendent meets regularly with Newburyport Daily News and The Citizen several times on local news and events. Through partnerships with the NPS, we have been broadcast to the district.

superintendent has mobilized resources to move forward with a number of *operational initiatives*, expanding our Communications and Instructional Learning our communication strategies, working with families, staff, and student access to information.



# REIMAGINE

SELF-DISCOVERY & PERSONAL ACHIEVEMENT

STUDENT VOICE

A collective focus on student voice has created opportunities and resources for student input on policy, curriculum and school culture. Capacity for expanding civic engagement and dialogue has been built in partnership with Emotional Partners, Anti-Discrimination League's World of Difference Program, and other civic education projects.

Educators across the district participated in *Student Shadow days*, dialogues, and professional development to build a *student-focused culture*.

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

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

Nock Middle School began a 3:1 Chromebook program in the fall of 2017. Since that time, students are *using technology to explore and create*, and educators are incorporating new technologies into their curricula to life. The pressing needs of the past school year forced us to rapidly innovate, and we continue to pursue our goal of using technology to provide students in all grades with *flexible, personalized learning opportunities*.

STUDENT ADVISORY PROGRAMS

WELLNESS PROGRAMS

INSTRUCTIONAL TECHNOLOGY



# REIMAGINE

TEACHING & LEARNING

CURRICULUM, INSTRUCTION, & ASSESSMENT DEVELOPMENT

In the winter of 2019, NPS launched a *multi-year process to develop skills-based curricula*. With a focus on engagement, skill development and data, this approach changes how our teachers design, deliver and assess instruction. To date, four cohorts of teachers have participated in workshops and teachers across the district have redesigned and *reimagined hundreds of new units of study*.

TEACHER LEADERSHIP

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

VISION FOR BILITERACY

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

LITERACY INSTRUCTION

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



# REIMAGINE

SUPPORTS SO ALL STUDENTS ARE READY AND ABLE TO LEARN

TRAUMA SENSITIVE SCHOOLS

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

ALTERNATIVE DISCIPLINARY PROGRAMS

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

For and Intervention Systems (PBIS) in grades PK-8 allowed build shared approaches to *creating safe, supportive, and learning environments*. Newburyport and Molen School have incorporated a *classroom model* with daily morning meetings to build and positively support classroom management.

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



# REIMAGINE

INTERNAL AND EXTERNAL RESOURCES

DUAL ENROLLMENT

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

NEWBURYPORT EDUCATION FOUNDATION

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

SWASEY FOUNDATION

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

SUPPORT PARTNERSHIPS

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

# Ongoing Steps

**Ensure our strategic and tactical work is guided by the Portrait of a Graduate Vision.**

