



Ipswich Public Schools

Strategy for District Improvement, 2024-2025

Vision: Ipswich Public Schools inspires all students to embrace the power, wonder, and joy of learning.

Mission Statement: Ipswich Public Schools aspires to empower *ALL* students to be global citizens who are effective communicators, analytic problem solvers and savvy consumers of information. We propose to do this through an emphasis on communication, critical thinking, creativity, self-management, perseverance and collaboration. Students will be active partners in authentic learning, offering voice and choice in demonstrating competency.

Theory of Action: *If* we provide all students with supportive and rigorous educational experiences that meet their social, emotional and academic needs AND immerse all students in engaging and challenging academic programs built on authentic, profound learning experiences driven by the Successful Habits of Mind AND ensure that all students will be prepared to face the challenges presented by an increasingly complex world, *then* our students will have the tools and dispositions to be successful in a dynamic world.

Objectives:**Priorities:**

1. Meeting the needs of all students: IPS will ensure that all students are provided supportive and rigorous educational experiences that meet their social, emotional, and academic needs.	1.1 Ensure district-wide and systematic use of data to inform decisions. 1.2 Provide all students with resources, opportunity and support for academic, social-emotional and personal success. 1.3 Create community connections for student support. 1.4 Coordinate local, authentic assessments that accurately measure learning progress and connect with district vision.
2. Creating innovative learning environments: IPS will ensure that all students are immersed in an engaging and challenging academic program built on authentic, profound learning experiences driven by the Successful Habits of Mind.	2.1 Seek, analyze and adopt innovative instructional practices. 2.2 Create nimble structures that allow us to move towards innovative learning opportunities. 2.3 Provide professional development that targets the growth of progressive learning.
3. Building best practices to support diversity, equity, and inclusion: IPS will ensure that all students will be prepared to face the challenges presented by an increasingly complex world that is more diverse than our immediate learning community.	3.1 Offer programs and experiences that prepare students to operate successfully across diverse belief systems & cultures. 3.2 Provide authentic opportunities for students to explore the link between academic learning and post-graduate experiences in a complex and diverse world. 3.3 Develop community partnerships, both locally and globally, to augment the curriculum and deepen learning application.

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Objective 1 - Meeting the Needs of All Students:

IPS will ensure that all students are provided supportive and rigorous educational experiences that meet their social, emotional, and academic needs.

Priorities:

1.1 - Ensure district-wide and systematic use of data to inform decisions.

1.2 - Provide all students with resources, opportunity and support for academic, social-emotional and personal success.

1.3 - Create community connections for student support.

1.4 - Coordinate local, authentic assessments that accurately measure learning progress and connect with district vision.

Elementary Action Steps	Middle School Action Steps	High School Action Steps
• Utilize screening, benchmark assessment data in order to understand where students are in their learning, inform any needed interventions and support, and monitor student progress (1.1) • Communicate screening and benchmarking progress with parents/guardians in compliance with state laws/mandates and district reporting schedules (1.3) • Refine school support team (MTSS/SST) procedures and develop a toolkit of scaffolds, supports, and instructional strategies for supporting different learners in tiered instruction (1.1; 1.2) • Create an Elementary Intervention Plan template to respond to screening data that includes Tier 1 and Tier II supports and monitoring student progress. • Evaluate current scheduling practices, determine consistent time on learning	• Implement reading and math baseline diagnostic assessments and share the results with caregivers to provide an accurate assessment of academic progress (1.1; 1.3) • Expand iReady to Humanities teachers and provide them with Professional Development (1.1; 1.4) • Schedule consistent examination of student data at each grade level (1.1) • Examine school-wide data, including state accountability, to monitor progress of subgroups of students (1.1) • Improve the transition between 8th grade 9th grades utilizing formative assessments to guide 9th grade scheduling (1.1) • Provide Social-Emotional Learning opportunities and resources throughout the school year; provide additional training for staff regarding alternative measures to	• Identify trends in local and state assessment data to close learning gaps and earn at least 3 out of 4 points in MCAS achievement targets for all students (1.1) • Refine practices to guide students in balancing rigorous coursework with social-emotional wellness (1.2) • Leverage local partnerships to enhance the authenticity of the school-to-work program experiences (1.3) • Evaluate success of peer mentoring program's impact on the 8th to 9th grade transition (1.2) • Maintain appropriate staffing levels in the student support department (1.2) • Develop local formative assessments to empower educators with timely data to thoughtfully adjust instructional practices to serve students' dynamic learning needs (1.4)

requirements for each subject by grade level, and develop schedules for both schools to ensure alignment and equity • Provide professional development and concrete behavioral supports and de-escalation strategies to support the general education classroom. (1.2, 1.3) • Communicate clear behavior intervention plans to ensure full support systems for student success (1.2) • Develop in collaboration with Ipswich first responders timelines and procedures for reviewing and revising school safety plans and ensuring consistent implementation across schools. (1.1, 1.3) • Plan and prepare for the implementation of a new literacy curriculum through professional development, coaching, and an articulated scope and sequence (1.2) • Unpack, identify gaps, and implement Comprehensive Health standards across all grade levels with collaboration classroom teachers, specialists, and support staff (1.2) • Conduct a curriculum review cycle of our science, technology, and engineering curriculum to refresh resources and student assessment data (1.1)	suspension(1.2; 1.3)	
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Objective 2 - Creating innovative learning environments:

IPS will ensure that all students are immersed in an engaging and challenging academic program built on authentic, profound learning experiences driven by the Successful Habits of Mind.

Priorities:

2.1 - Seek, analyze and adopt innovative instructional practices.

2.2 - Create nimble structures that allow us to move towards innovative learning opportunities.

2.3 - Provide professional development that targets the growth of progressive learning.

Elementary Action Steps	Middle School Action Steps	High School Action Steps
● Explore specialist programming to determine joint/collaborative innovative project planning (2.1; 2.2) ● Increase awareness of sustainability practices and integrate sustainability goals across grade levels (2.2; 2.3) ● Build a foundation and deepen Responsive Classroom practices to align common language, behavior expectations, and restorative justice practices (2.2; 2.3) ● Plan forward for establishing trauma-sensitive schools that inform school climate, the impact of trauma, and developing appropriate supports for students in a multi-tiered system (2.3) ● Conduct a needs assessment of the World Language program in order to develop students' global awareness and prepare them for future courses (2.1; 2.3) ● Investigate and begin to implement ways for students to have ownership of their	● Encourage transdisciplinary and Project-based Learning experiences and provide professional learning time for planning (2.1; 2.2) ● Collaborate to explore the characteristics of a high quality Algebra curriculum with the middle and high school math departments. Review Algebra curriculum options. (2.1; 2.2; 2.3) ● Provide professional learning opportunities to strengthen the written language skills of students in the Humanities model (2.3) ● Utilize Learning Cycles to focus staff discussions around the alignment of curriculum expectations (2.1; 2.2) ● Leverage curriculum and data meetings to provide students with targeted lessons aimed at reteaching and extension (2.2; 2.3) ● Implement the new Civics MCAS in 8th grade, and provide PD to staff (2.2; 2.3)	● Create common assessments based on the UBD-based scope and sequence documents for each course by January 2026 (2.1) ● Explore alternate sequences for math in grades 8-12 (2.1) ● Create student self-reflection strategies for reporting progress on the Successful Habits of Mind (2.1) ● Utilize Learning Cycles to focus staff discussions around the vertical alignment of curriculum expectations (2.1; 2.2) ● Continue work with North Shore CC to expand dual enrollment opportunities (2.2) ● Empower content areas to identify professional learning needs and coordinate professional development to meet those needs (2.3) ● Identify and implement research-based, job-embedded professional development on authentic assessment practices (2.3)

learning, including goal setting and reflection on learning using rubrics in order to assure that students are meeting benchmarks (2.2) • Support teachers in the shift from a workshop model of literacy instruction to a research-based model aligned with Science of reading utilizing Keys to Literacy professional development and coaching leading to the thoughtful implementation of a new literacy program. (2.1, 2.3)		
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Objective 3 - Building best practices to support diversity, equity, and inclusion:

IPS will ensure that all students will be prepared to face the challenges presented by an increasingly complex world that is more diverse than our immediate learning community.

Priorities:

3.1 - Offer programs and experiences that prepare students to operate successfully across diverse belief systems & cultures.

3.2 - Provide authentic opportunities for students to explore the link between academic learning in a complex and diverse world.

3.3 - Develop community partnerships, both locally and globally, to augment the curriculum and deepen learning application.

Elementary Action Steps	Middle School Action Steps	High School Action Steps
• Enhance students' global awareness to make connections and build a better understanding of the world and the spectrum of cultures within it (3.1) • Provide cultural enrichment with the goal of broadening cultural perspectives (3.2) • Utilize models and systems for having discussions on diversity, equity and inclusion issues (3.1) • Examine district and school traditions through the lens of cultural sensitivity and inclusion (3.1) • Audit policies, procedures, and school and district forms for gender and family inclusivity (3.1) • Integrate intentional instruction on social-emotional learning skills and conversations about identity, bullying, inclusivity, and diversity and explore into Responsive Classroom practices (3.1) • Provide appropriate outreach and support to welcome and foster belonging	• Examine curriculum, practices, and texts to ensure diverse and inclusive representation as well as age-appropriate social justice issues (3.1; 3.2) • Utilize technology resources to expose and connect students to diverse cultures and experiences (3.3) • Support World Language and cultural study offerings across grade levels (3.1; 3.2) • Examine opportunities to incorporate the teaching of French to more students in 2024-2025 and beyond (3.1; 3.2) • Engage students in community service activities and environmental experiences beyond the classroom (3.1; 3.3) • Provide time and space during the school day for the Multilingual Leaders Club to run two school wide events. (3.1; 3.3)	• Identify and implement opportunities for students to connect their learning to issues critical to their community (3.1) • Participate in the No Place for Hate program through the ADL (3.1) • Examine curriculum, practices, and texts to ensure diverse and inclusive representation as well as age-appropriate social justice issues (3.1; 3.2) • Explore inclusion of diversity-themed elective in the curriculum (3.1) • Refine new "Day of Service" community-based learning opportunity (3.3) • Expand partnership with North Shore CC to include additional dual enrollment opportunities (3.3)

and partnerships with our growing English Language Learner population in order to build an equity of support (3.1; 3.2; 3.3)		
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