

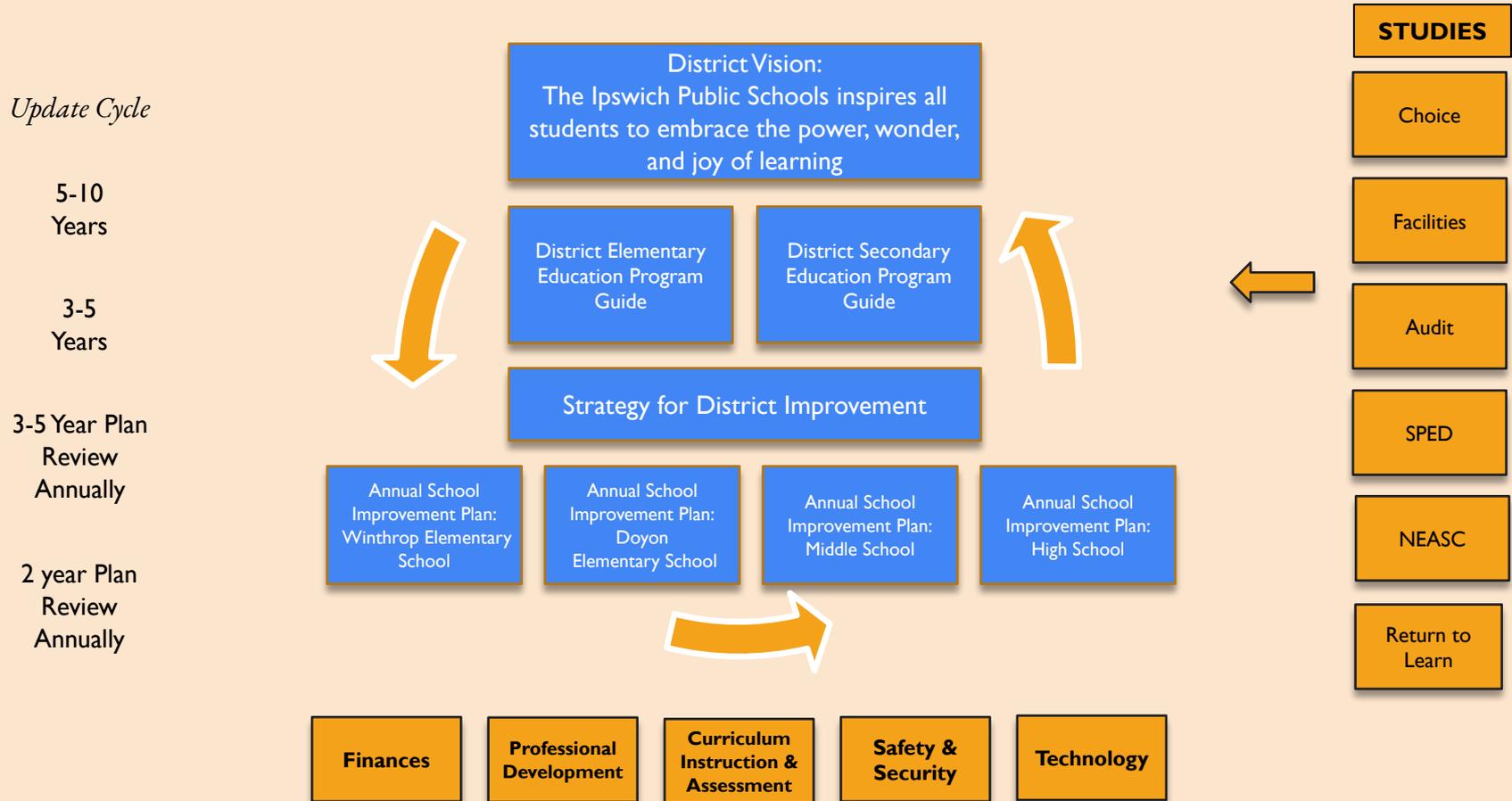
2024-2025

Strategy for
District Improvement Plan
& School Improvement Plan
Presentation

For the IPS School Committee - Thursday, November 21, 2024

Strategy for Student Success Framework

Supported and Informed by District Financial Resources, Plans, and Studies



Presentation Overview:

- I. [Strategy for District Improvement](#),
Dr. Tracy Wagner, *Director of Teaching and Learning*
- II. **Paul F. Doyon School Improvement Plan**,
Adam Whitehouse-Mullen, *Interim Principal*
- III. **Winthrop School Improvement Plan**,
Amy Sullivan, *Principal*
- IV. **Ipswich Middle School Improvement Plan**,
Peter Ginolfi, *Principal*
- V. **Ipswich High School Improvement Plan**,
Jonathan Mitchell, *Principal*



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:

<p>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.</p>	<ul style="list-style-type: none">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.
<p>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.</p>	<ul style="list-style-type: none">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.
<p>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.</p>	<ul style="list-style-type: none">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.

Ipswich Public Schools
Strategy for District Improvement
2024-2025

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.

Objective 1 - Meeting the Needs of All Students

Elementary 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 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)

Middle School Action Steps

- 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 suspension(1.2; 1.3)

High School Action Steps

- 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)

Ipswich Public Schools
Strategy for District Improvement
2024-2025

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.

Objective 2 - Creating innovative learning environments

Elementary Action Steps	Middle School Action Steps	High School Action Steps
<ul style="list-style-type: none">● 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 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)	<ul style="list-style-type: none">● 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)	<ul style="list-style-type: none">● 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)

**Ipswich Public Schools
Strategy for District Improvement
2024-2025**

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.

Objective 3 - Building best practices to support diversity, equity, and inclusion

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

Middle School Action Steps

- 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)

High School Action Steps

- 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)

2024-2025 Improvement Plan

Paul F. Doyon Memorial School



At the Paul F. Doyon Memorial School, our vision is to create a joyful learning community of creative thinkers, innovative problem solvers, and compassionate citizens of the world.





Goal #1

The Paul F. Doyon Memorial School will ensure that all students are provided supportive and rigorous educational experiences that meet their social, emotional, and academic needs.

Aligns to District Objective 1:
Meeting the needs of all students.



Goal #1 Action Steps and Forward Growth

Utilize assessment data to inform instruction, implement intervention, monitor progress, and communicate with families.



Collaborate to review assessment data, making decisions for student intervention to increase achievement. Target student supports during flexible learning blocks.

Build Tier 1 and Tier 2 supports, in collaboration with Winthrop, to generate a repertoire of resources for students including instructional strategies, scaffolds and supports.



Implement power routines, interventions, and resources to support student academic and SEL needs. Complete district Dyslexia Action Plan through Crafting Minds.

Evaluate scheduling to develop a schedule that affords flexible learning blocks and increase teacher common planning time to address student needs.



Evaluate block schedule structure for improvements considering anticipated curriculum demands, as well as examine effectiveness of Flexible Learning Blocks.

Implement meaningful Professional Development for staff, focusing on student academic and SEL needs.



Continue Professional Development work with Responsive Classroom and Wit and Wisdom.

In conjunction with community resources and partners, review and maintain practices for a safe and secure school community.



Partner with Ipswich Community Resources to maintain a safe, secure learning environment.



Goal #2

The Paul F. Doyon School 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.

Aligns with District Objective #2:
Creating innovative learning environments.



Goal #2 Action Steps and Forward Growth

Explore Responsive Classroom practices to align common language and behavior expectations.



Utilize Kaleidoscope data to strengthen Responsive Classroom practices. Review our implementation of work-study practices (CARES) to reinforce prosocial student interactions. Continue to engage students in Community Building structures K - 3.

Engage students in experiential learning opportunities to support student awareness of local, regional, and global impact.



Continue to partner with community resources and organizations to engage students in experiential learning, such as Ipswich River Wildlife Sanctuary, Wenham Museum, Change is Simple.

Build structures that provide student voice and agency in learning, including goal setting and reflection



Engage students in project-based, discussion-based learning opportunities that allow for voice and choice.

Engage teachers in exploration and professional development in the area of Science of Reading to prepare for the adoption of a new literacy curriculum.



Engage teachers in professional development specifically related to Wit and Wisdom, as well as offer teachers ample time to explore curriculum materials during Common Planning Blocks and curriculum meetings to successfully implement programming.

Goal #3

The Paul F. Doyon School 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. As a community, we will continue to embrace the cultural, ethnic, and gender identities of our students and families; honor identities and amplify marginalized voices within the school; integrate cultures, ethnicities, and other diverse backgrounds into the curriculum; and explore creative ways to build awareness of diversity.



Aligns with District Objective #3:

Building best practices to support diversity, equity, and inclusion.



Goal #3 Action Steps and Forward Growth

Examine school traditions through the lens of cultural sensitivity to audit procedures for gender and family inclusivity.



Continue review of school traditions, ensuring that our practices promote inclusivity. Increase exposure to diverse cultures through guided study in our school community.

Explore ways to integrate our No Place for Hate designation throughout the school, including intentional instruction on social-emotional learning and conversations about identity, bullying, inclusivity, and diversity into existing practices.



Engage students in monthly “School Meetings” to explore care and “CARES” throughout our community, maintaining an environment that is thoughtful and inclusive to all. Develop CARES Club to further this work.

Build upon our World Language programming to increase exposure to the Spanish language and Hispanic culture to enhance students' global awareness and build connections.



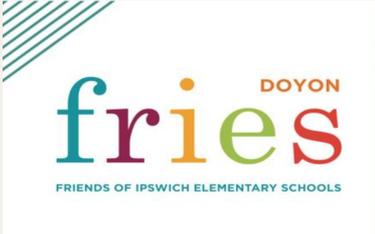
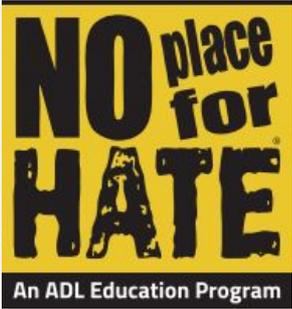
Work collaboratively with Winthrop to offer an equitable learning experience to all students K - 5 through a language-immersion model.

Provide appropriate outreach and support to welcome and foster belonging and partnerships with our English Language Learner population.



Partner with community resources to increase awareness of school offerings and build partnerships with families (e.g. expanded Child Find efforts, PreK information night and screening, new PreK website), as well as local stakeholders to support all populations.

Resources/Supports





Winthrop Elementary School
Improvement Plan
2024-2025

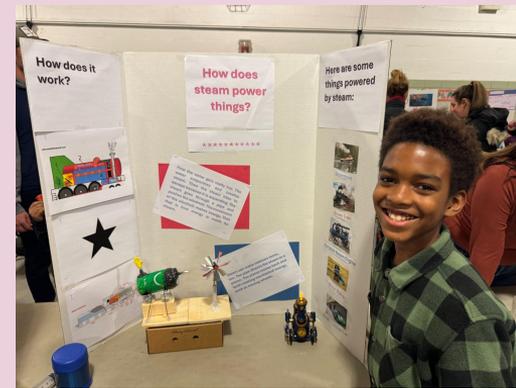


We are a community of learners inspired to act with compassion, integrity, and joy.



Goal #1

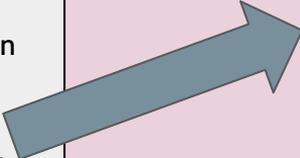
Winthrop School will ensure that all students are provided supportive and rigorous educational experiences that meet their social, emotional, and academic needs.



Aligns to District Objective 1:
Meeting the needs of all students.

Action Steps for Goal #1

2023-2024 Action Steps

- ★ Create an Elementary Intervention Plan template and develop an intervention toolkit. Seek grant funding to support materials and resources.
 - ★ Provide professional development on de-escalation and behavior supports
 - ★ Plan and prepare for the implementation of a new English Language Arts curriculum
 - ★ Conduct a curriculum review cycle of our Science curriculum and unpack the new Comprehensive Health standards to refresh resources and student assessment data
- 

2024-2025 Action Steps

- ★ Support the first year implementation of a new Wit and Wisdom literacy curriculum through professional development, coaching, and an articulated scope and sequence.
- ★ Support students with disabilities through enhanced collaboration in the roll-out of the new MA IEP.
- ★ SEL supports will focus on responsive classroom core and advanced training the LIFTS program for trauma sensitivity, CARES theme, and the Little Spot Emotional Regulation and Mind Up curriculum.
- ★ Development of a district-wide Dyslexia Action plan inclusive of evidence-based literacy instruction, progress monitoring and tiered interventions.
- ★ New health and wellness curriculum will be reviewed and UBD exemplars will be piloted to align with the Comprehensive Health Standards.

Goal #2

Winthrop School 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.



Aligns with District
Objective #2:
*Creating innovative
learning environments.*

Action Steps for Goal #2

2023-2024 Action Steps

- ★ Explore specialist programming to determine joint/collaborative innovative project planning
- ★ Increase awareness of sustainability practices and integrate sustainability goals across grade levels
- ★ Support teachers in the shift from a workshop model of literacy instruction to a research-based model aligned with Science of reading
- ★ Investigate and begin to implement ways for students to have ownership of their learning.



2024-2025 Action Steps

- ★ Implement the use of the Socratic Method, rubrics, and peer assessments for students take an active role in their learning.
- ★ Implement a new World Language program in Spanish in order to develop students' global awareness and prepare them for future courses.
- ★ Support environmental awareness through upcycling and green team initiatives (Harvest of the Month, Costume Swap, Composting).
- ★ Survey students for book recommendation and collection development to encourage a love of reading. Plan community events such as a Comic-Con and Author's Night and/or Student Showcase.



Goal #3

Winthrop School 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.



Aligns with District Objective #3:

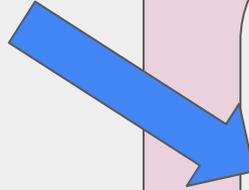
Building best practices to support diversity, equity, and inclusion.

Action Steps for Goal #3



2023-2024 Action Steps

- ★ Continue to build our repertoire of resources and service to support our English Language Learner population.
- ★ Integrate intentional instruction on social-emotional learning skills and conversations about identity, bullying, inclusivity, and diversity and explore into Responsive Classroom practices
- ★ Audit policies, procedures, programs and school and district forms for gender, cultural, and family inclusivity

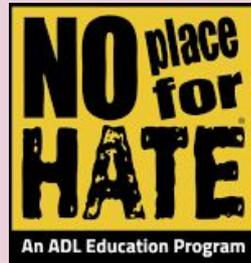
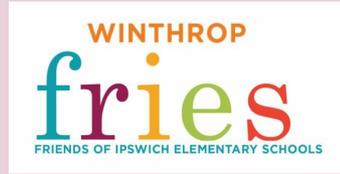


2024-2025 Action Steps

- ★ Redesign EL model for multilingual learners and increase of newcomers using walk to read inclusion model.
- ★ The No Place for Hate committee will enter its second year implementing new activities and events focusing on identity and belonging.
- ★ Investigate ways to promote good attendance and healthy habits through student support plans, family outreach and incentives.



Resources/Supports



The image shows the exterior of Ipswich Middle School, a multi-story brick building. The central entrance features a set of glass double doors with a transom window above them. To the left of the entrance is a tall, narrow vertical window. To the right is a smaller window. The building has a red brick facade and a blue roof. The text is overlaid in the center of the image.

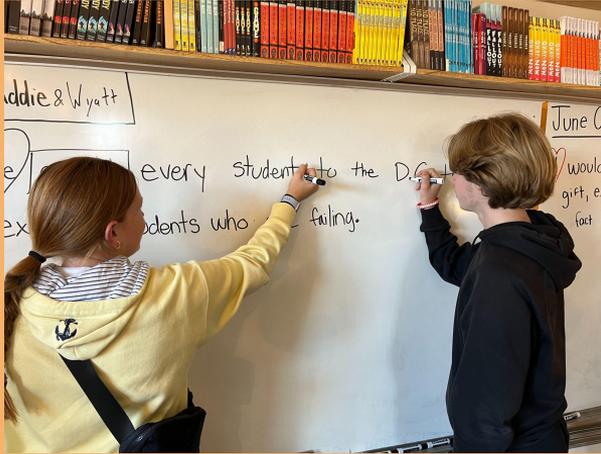
Ipswich Middle School
Improvement Plan
2024-2025



Our mission is to create a nurturing community where students are encouraged to develop confidence as lifelong learners with the awareness and flexibility necessary to adapt to a changing world. We strive to bring out the best in every student and adult in our learning community.

Goal #1

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



Aligns to District Objective #1:

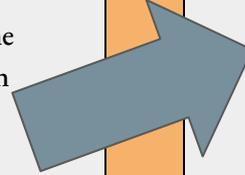
Meeting the needs of all students.

Action Steps for Goal #1



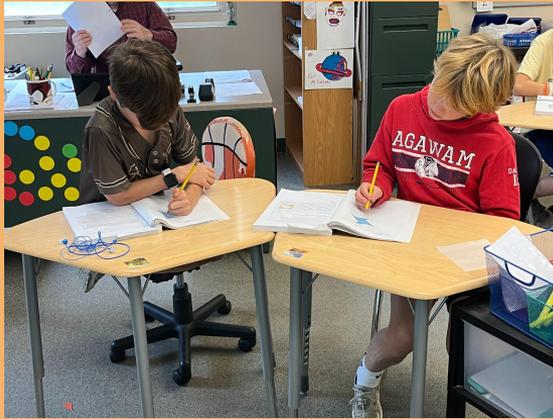
2023-2024 Action Steps

- ★ Expand iReady to Humanities teachers and provide them with Professional Development. Implement these reading and math baseline diagnostic assessments and share the results with caregivers to provide an accurate assessment of academic progress.
- ★ Improve the transition between 8th grade 9th grades utilizing formative assessments to guide 9th grade scheduling.
- ★ Continue to provide support for emotional health among students and staff. TAG class, Health class, and Social Emotional Learning Committee. Provide additional training for staff regarding alternative measures to suspension.



2024-2025 Action Steps

- ★ Expanded iReady to Humanities last year. Held a PD last year to show how to set up and use iReady, this year had a PD to show staff how to work with the data that they are receiving.
- ★ During Learning Cycles we had a group of 8th grade teachers work with Freshmen teachers, created a slide presentation and shared it with High School Teachers.
- ★ Began a new process to schedule 9th graders with the guidance counselors in the pods - much more efficient.
- ★ Last year we had a Social Emotional Learning Committee (Share lessons, Relationship mapping activity) and we began Restorative Justice Circles. We have staff members involved in Compass to address new standards. Creation of T.I.D.E. Club.



Goal #2

Ipswich Middle School 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.

Aligns with District Objective #2:
Creating innovative learning environments.

Action Steps for Goal #2

2023-2024 Action Steps

- ★ Implement reading benchmark assessments in December and March in all three grades utilizing the Patterns of Power writing curriculum.
- ★ Implement the new Civics MCAS in 8th grade, and provide Professional Development to staff.
- ★ Encourage transdisciplinary and Project-based Learning experiences and provide professional learning time for planning.



2024-2025 Action Steps

- ★ Last year we had two school-wide writing assignments, one in the late fall and one in the Spring. Each grade level approached it a in a slightly different way depending on the students' needs. We will continue this again this year.
- ★ Our students completed the MCAS Civics Pilot, this year will be the first actual test.
- ★ Our entire Humanities Curriculum is heavily transdisciplinary. We also integrate with STEAM - the 7th grade Probability Fair is an example as is our 6th Grade Cell Project to name a few.

Goal #3

Ipswich Middle School 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.



Aligns with District Objective #3:

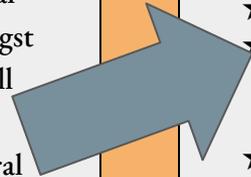
Building best practices to support diversity, equity, and inclusion.

Action Steps for Goal #3



2023-2024 Action Steps

- ★ Continue to train teachers and introduce students to restorative justice circles to build stronger interpersonal relationships, improve respect amongst peers and teachers, and reduce overall stress in the school community.
- ★ Support World Language and cultural study offerings across grade levels. Examine opportunities to incorporate the teaching of French to more students in 2024-2025 and beyond.
- ★ Provide time and space during the school day for the Multilingual Leaders Club to run two school wide events.
- ★ Engage students in community service activities and environmental experiences beyond the classroom.



2024-2025 Action Steps

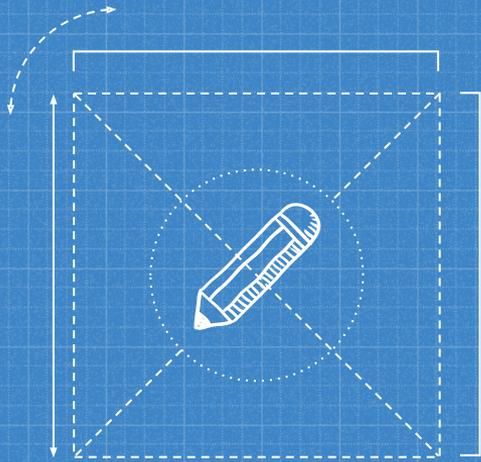
- ★ Last year we trained an additional 14 teachers in RJ and 12 already this year. At this point $\frac{2}{3}$ of our staff is trained in RJ.
- ★ Admin and guidance Tier II & III trained.
- ★ We have changed our WIN schedule to allow for two school-wide Restorative Circles each month.
- ★ A cohort of students have also been trained and we hope to incorporate them into the planning of circles going forward.
- ★ We expanded French by adding an 8th grade class that meets everyday. Hoping to continue this in future years.
- ★ The Multilingual Leaders Club ran two school-wide events and will do so again.
- ★ Food Drive, Walk For Hunger, Project 351, 7th Grade Sustainability Trips, Ecology School for 6th graders. 8th Grade Civics Projects.

The image shows the exterior of a brick school building. The central part of the building features a prominent brick archway above two windows. Below the archway is a set of four glass doors. The ground in front of the building is covered with snow. The text is overlaid on the central part of the image.

Ipswich High School
Improvement Plan
2024-2025



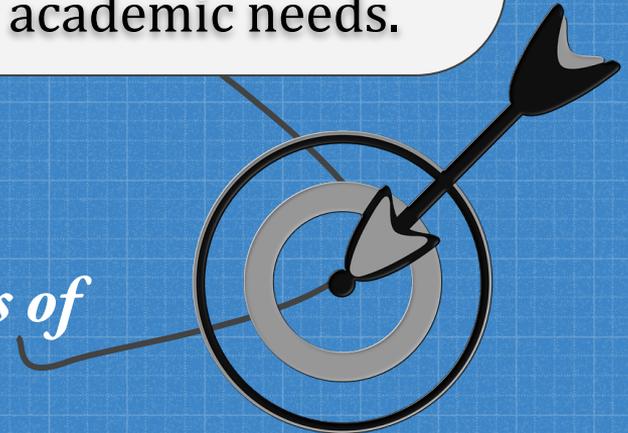
Ipswich High School is a collaborative community that fosters equity among learners. We engage in the personalized acquisition of the skills and knowledge essential to becoming successful, contributing, and responsible citizens.



Goal #1

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

District Objective 1: *Meeting the needs of all students*



Goal #1: Action Steps



- Earn at least 3 out of 4 points in MCAS achievement targets for all students
- Evaluate success of peer mentoring program's impact on the 8th to 9th grade transition
- Maintain appropriate staffing levels in the student support department 🌟
- Develop local formative assessments to empower educators with timely data 😞

Goal 1 Progress Update

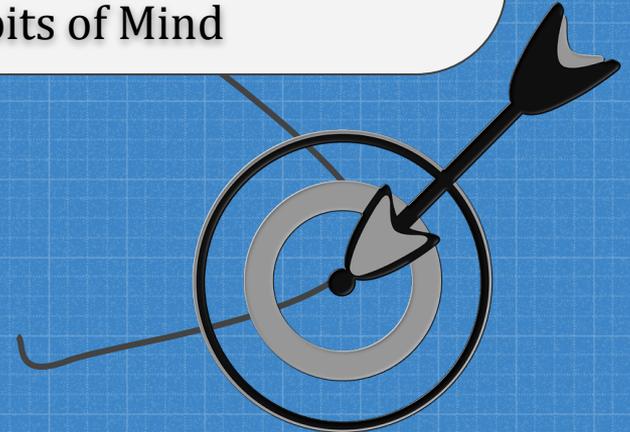
- Implemented reading/writing focused elective for lowest performing 9th graders
- Currently revamping English 10 ELA curriculum to include more informational text
- Working on survey for 9th graders for feedback on peer mentor program
- Prioritized support staff in budget
- Time allotted for work on common assessments

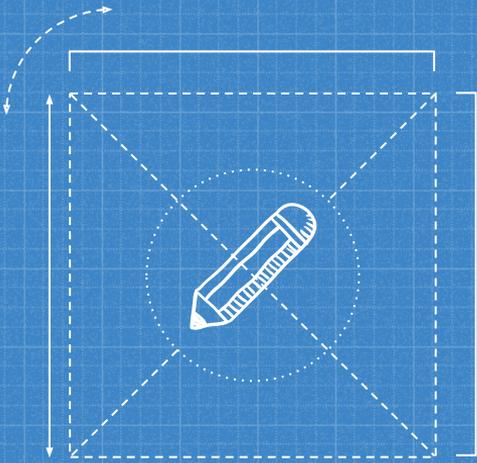


Ensure that all students are immersed in an engaging and challenging academic program built on authentic, profound learning experiences driven by the Successful Habits of Mind

Goal #2

District Objective #2: Creating innovative learning environments





Goal #2: Action Steps

- Leverage local partnerships to enhance the authenticity of the school-to-work program experiences
- Create student self-reflection strategies for reporting progress on the Successful Habits of Mind
- Empower content areas to identify professional learning needs and coordinate professional development to meet those needs
- Identify and implement research-based, job-embedded professional development on authentic assessment practices 🤖

Goal 2 Progress Update

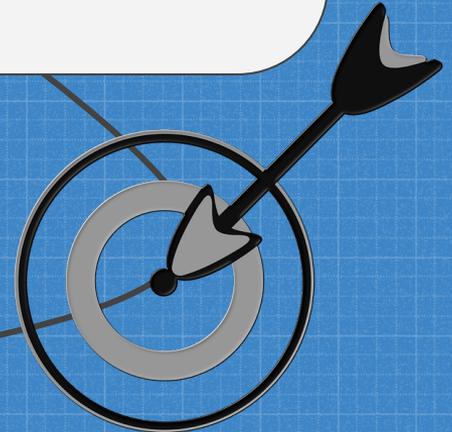
- Improved quality of BRIDGE placements
- Student Advisory Council will work on “I Can” statements aligned with SHOMS
- History/Social Studies and ELA teachers attending conferences
- PD offered this fall on identifying implicit bias and preventing microaggressions



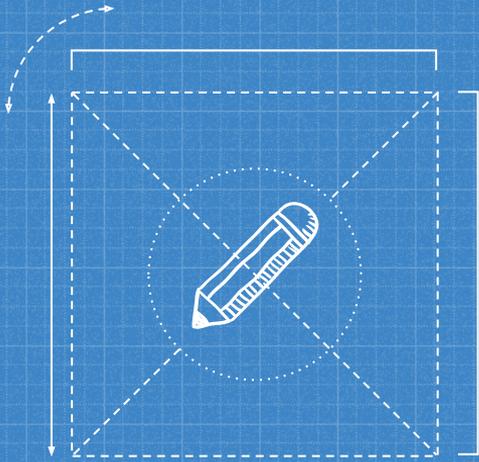
Ensure that all students will be prepared to face the challenges presented by an increasingly complex world that is more diverse than our immediate learning community.

Goal #3

Aligns with District Objective #3: **Building best practices to support diversity, equity, and inclusion**



Goal #3: Action Steps



- Participate in the No Place for Hate program through the ADL 😄
- Examine curriculum, practices, and texts to ensure diverse and inclusive representation as well as age-appropriate social justice issues 😊
- Explore inclusion of diversity-themed elective in the curriculum 😊
- Refine new “Day of Service” community-based learning opportunity 😊

Goal 2 Progress Update

- Earned “No Place for Hate” distinction
- ELA curriculum being reviewed to include diverse voices and perspectives
- Social Justice elective course outline in progress
- Day of Service continues to evolve after two iterations (non-MCAs day, shorter time period, etc.)

Thank you for your support!

-The IPS Leadership Team