



Ipswich Public Schools
Strategy for District Improvement, 2021-2022

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>	<p>1.1 Ensure district-wide and systematic use of data to inform decisions.</p> <p>1.2 Provide all students with resources, opportunity and support for academic, social-emotional and personal success.</p> <p>1.3 Create community connections for student support.</p> <p>1.4 Coordinate local, authentic assessments that accurately measure learning progress and connect with district vision.</p>
<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>	<p>2.1 Seek, analyze and adopt innovative instructional practices.</p> <p>2.2 Create nimble structures that allow us to move towards innovative learning opportunities.</p> <p>2.3 Provide professional development that targets the growth of progressive learning.</p>
<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>	<p>3.1 Offer programs and experiences that prepare students to operate successfully across diverse belief systems & cultures.</p> <p>3.2 Provide authentic opportunities for students to explore the link between academic learning and post-graduate experiences in a complex and diverse world.</p> <p>3.3 Develop community partnerships, both locally and globally, to augment the curriculum and deepen learning application.</p>

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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
<ul style="list-style-type: none"> ● Utilize data and assessments in order to understand where students are in their learning and inform any needed interventions and support (1.1) ● Build bridges between multiple data and assessment sets in order to address the whole child and accelerate foundational skills (1.1) ● Analyze scheduling to assure best practice use of time in order to support literacy and math just-in-time interventions (1.1; 1.2) ● Communicate clear positive behavior intervention plans to assure full support systems for student success (1.2; 1.3) ● Communicate benchmarking and use of data to inform student support with parents/guardians (1.3) ● Implement a math benchmarking program and use the data to differentiate and accelerate math instruction (1.4) 	<ul style="list-style-type: none"> ● Implement reading and math baseline diagnostic assessments at the beginning, middle and end of the school year (1.1) ● Schedule consistent examination of student data at each grade level (1.1) ● Use data from diagnostic assessments to inform instruction and plan interventions (1.1; 1.4) ● Examine school-wide data, including state accountability, to monitor progress of subgroups of students (1.1) ● Provide Social-Emotional Learning opportunities and resources throughout the school year for students, staff, and families (1.2; 1.3) ● Improve the transition between 8th grade 9th grades (1.1) 	<ul style="list-style-type: none"> ● Leverage existing data from state and national assessments to identify trends and adjust curriculum and instructional practices accordingly (1.1) ● Improve the transition between 8th and 9th grades (1.1) ● Improve advisory program so that each student has a trusted adult as an ally and advocate (1.2) ● Maintain appropriate staffing levels in the student support department (1.2) ● Maintain connections with local organizations (The Y, Action, Inc. etc.) to help support students' physical and mental health (1.3) ● Develop local formative assessments to empower educators with timely data to react more efficiently to student needs (1.4)

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Strategy for District Improvement 2021-2022

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
<ul style="list-style-type: none"> ● Continue to investigate best practice and meaningful use with the World Language curriculum, instruction and standards (2.1; 2.3) ● Investigate and begin to implement ways for students to have ownership of their learning, including goal setting and reflecting on learning (2.2) ● Continue to develop place-based education and innovative outdoor learning experiences (2.1; 2.2) ● Reimagine Project-Based Learning as central to student learning growth and ownership of learning (2.1; 2.2) 	<ul style="list-style-type: none"> ● Encourage transdisciplinary and Project-based Learning experiences and provide professional learning time for planning (2.1; 2.2) ● Increase student access to Computer Science classes to ensure equitable access for all students and prepare them for future career options (2.1) ● Support the implementation of the newly adopted Math curriculum including the inclusion of project-based STEAM units (2.1; 2.2) ● Provide professional learning opportunities to strengthen the written language skills of students in the Humanities model (2.3) 	<ul style="list-style-type: none"> ● Rebrand the Innovation Pathways to prepare previously underserved students for locally based careers that pay a livable wage without a degree in higher education (2.1) ● Explore dual enrollment partnership with North Shore CC to expand dual enrollment opportunities (2.2) ● Identify and implement professional development to support educators' knowledge and skill in teaching evidence-based argumentation (2.3) ● Broaden the pool of students prepared for the rigors of AP courses through targeted professional development for grades 9 & 10 teachers (2.3) ● Better integrate the Successful Habits of Mind into daily lessons (2.1)

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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
<ul style="list-style-type: none"> ● Implement new curriculum for History and Social Science standards, considering diverse perspectives and the development of being a civic-minded individual in Massachusetts (3.1) ● Get students ready to participate in a diverse world of multiple perspectives (3.3) ● Develop programs of cultural enrichment with the goal of broadening cultural perspectives (3.2) ● Research models and systems for having discussions on social justice issues (3.1) ● Coordinate with local community partners to enhance the History and Social Sciences curriculum (3.3) ● Establish and communicate a set of vocabulary and definitions in order to promote equity and inclusion of all people (3.1) 	<ul style="list-style-type: none"> ● Utilize Learning Cycles to focus staff discussions around issues of diversity, common language and school-wide vision (3.1; 3.2) ● 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) ● Support and strengthen the Grade 8 Humanities classes (3.1) 	<ul style="list-style-type: none"> ● Utilize Learning Cycles to focus staff discussions around issues of diversity, common language and school-wide vision (3.1; 3.2) ● Explore dual enrollment partnership with North Shore CC to expand dual enrollment opportunities (3.3) ● Identify and implement opportunities for students to connect their learning to issues critical to their community (3.1)