The background is a light blue color with a decorative border of smiling books and stars. The books are in various colors (red, yellow, brown, pink, teal) and have simple faces with eyes and mouths. Some are standing on legs. There are also small star-like shapes in red, green, and yellow scattered around the books.

2023-2024

Strategy for District Improvement & School Improvement Plan Presentation

**For the IPS School Committee
November 16, 2023**

Strategy for Student Success Framework

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

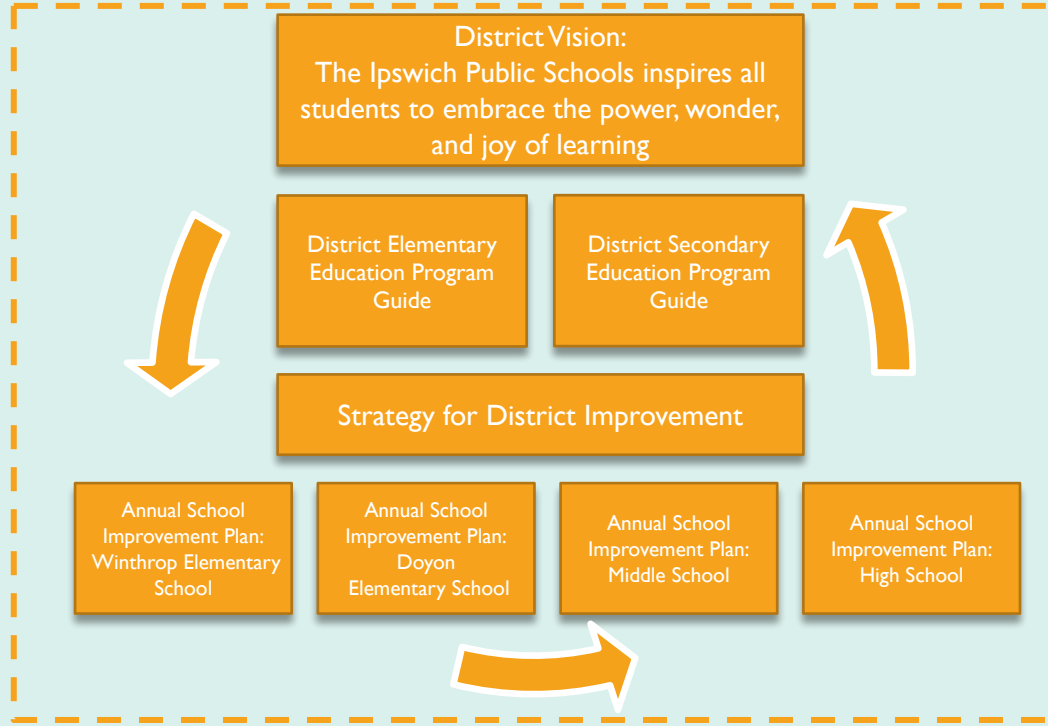
Update Cycle

5-10
Years

3-5
Years

3-5 Year Plan
Review
Annually

2 year Plan
Review
Annually



Studies

Choice

Facilities

Audit

SPED

NEASC

Return to Learn

Finances

Professional
Development

Curriculum
Instruction &
Assessment

Safety &
Security

Technology

The background is a light blue color decorated with various cartoonish books and stars. The books are in different colors (red, yellow, brown, pink, teal) and have simple faces with eyes and smiles. Some books are standing upright on two legs, while others are lying flat. There are also small, stylized stars in red, green, and yellow scattered throughout the background.

Presentation Overview:

- I. [Strategy for District Improvement](#), Tracy Wagner,
Director of Teaching and Learning
- II. Winthrop School Improvement Plan,
Amy Sullivan, Principal
- III. Paul F. Doyon School Improvement Plan,
Peter Holtz, 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, 2023-2024

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.

Ipswich Public Schools
Strategy for District Improvement 2023-2024

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 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 I and Tier II supports and monitoring student progress. Evaluate current scheduling practices, determine consistent time on learning 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)

<p>requirements for each subject by grade level, and develop schedules for both schools to ensure alignment and equity.</p> <ul style="list-style-type: none"> ● 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) 	<p>suspension(1.2; 1.3)</p>	
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**Ipswich Public Schools
Strategy for District Improvement 2023-2024**

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"> 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 	<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)

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)

**Ipswich Public Schools
Strategy for District Improvement 2023-2024**

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">● 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	<ul style="list-style-type: none">● 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)	<ul style="list-style-type: none">● 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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Winthrop 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.

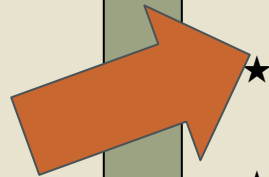


Action Steps for Goal #1



2022-2023 Action Steps

- ★ Utilize data & assessments to plan interventions & supports
- ★ Revise MTSS - Multi Tiered Support Systems-procedures and create systems to provide historical data.
- ★ Develop schoolwide systems and schedules to ensure times for intervention blocks
- ★ Expand tutoring models through grant funding.
- ★ Communicate benchmarking, student progress, and implement intervention plans



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



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

2022-2023 Action Steps

- ★ Expand partnerships with local community organizations.
- ★ Support social-emotional learning through the Responsive Classroom Program and by developing a common set of language to support positive behaviors.
- ★ Expand reading interventions supports.
- ★ Review the World Language Program for time on learning continuity between the elementary schools.



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,

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

2022-2023 Action Steps

- ★ Examine district and school traditions through the lens of cultural sensitivity and inclusion
- ★ Implement student-led No Place for Hate initiatives
- ★ Provide cultural enrichment with the goal of broadening cultural perspectives
- ★ Provide outreach and support to welcome and foster belonging and partnerships with our growing English Language Learner population

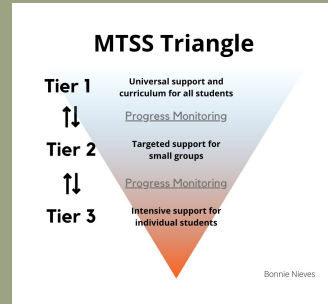
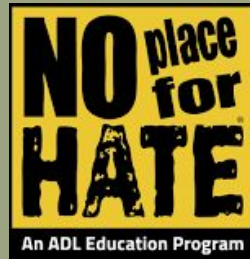
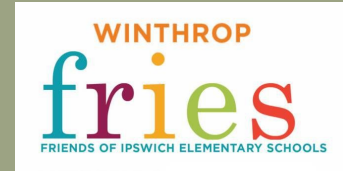
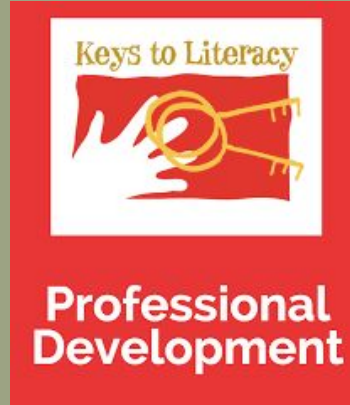


2023-2024 Action Steps

- ★ 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



Resources/Supports



A photograph of a brick school building with a gabled roof. The building is surrounded by trees and a parking lot. The text "PAUL R. DOYON MEMORIAL SCHOOL" and "216 LINEBROOK ROAD" is visible on the brick wall.

PAUL R. DOYON MEMORIAL SCHOOL
216 LINEBROOK ROAD

Paul F. Doyon Memorial School Improvement Plan 2023-2024



*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.



Action Steps for Goal #1



We will utilize a variety of data sources, including screeners and benchmark assessments, to understand where students are in their learning, inform any needed interventions and support, and monitor student progress, and we will communicate these findings with families.

In order to respond to screening data and work to refine our MTSS/SST procedures, we will focus on developing Tier 1 and Tier II supports, in collaboration with Winthrop, to develop a toolkit of scaffolds, supports, and instructional strategies for supporting different learners in tiered instruction.

We will evaluate our current schedule to assess existing time on learning in core academic subjects, specialist programming, and specialized instruction, and to assess how flexible learning blocks and teacher common planning time support our efforts to address students needs at each grade level.

Continued Implementation of meaningful Professional Development opportunities for all staff conducive for professional growth, with a focus on deepening understanding of student academic and SEL needs.

We will review and update all aspects for creating a safe and secure school community, and develop in collaboration with Ipswich first responders, timelines and procedures for reviewing and revising school safety plans and ensuring consistent implementation across schools.



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.



Action Steps for Goal #2



Doyon staff will deepen Responsive Classroom practices to align common language and behavior expectations, and we will begin to explore restorative practices in alignment with work being done at IMS and IHS.

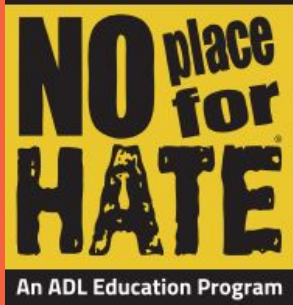


Doyon teachers will build upon existing place-based and experiential learning opportunities to build student awareness of our local, regional and global impact.

We will deepen existing structures that provide for student voice and agency and implement ways for students to have ownership of their learning, including goal setting and reflection on learning.



Teachers will collaborate to align instructional practices across all classrooms at each grade level and engage in comprehensive professional development in the area of science of reading in preparation for the adoption of a new literacy curriculum in 2024-2025.



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.

Action Steps for Goal #3



conversaciones



We will begin to examine district and school traditions through the lens of cultural sensitivity and inclusion and begin to audit policies, procedures, and school and district forms for gender and family inclusivity

We will continue to explore ways to integrate our No Place for Hate designation throughout the school, including integrating intentional instruction on social-emotional learning skills and conversations about identity, bullying, inclusivity, and diversity into existing Responsive Classroom practices and other school structures.

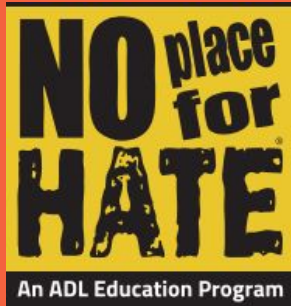
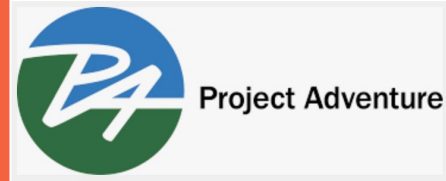
We will build upon our World Language programming to increase exposure to the Spanish language and Hispanic culture throughout the year to enhance students' global awareness, to make connections and to build a better understanding of the world and the spectrum of cultures within it.

We will 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.

Resources/Supports



Student Support
Team



COMPASS



The background image shows the exterior of Ipswich Middle School, a two-story brick building. On the left, there is a tall, narrow vertical window. The central entrance features a set of double glass doors with transoms. To the right of the entrance, there are several rectangular windows of different sizes. The sky is overcast and grey. The text "Ipswich Middle School Improvement Plan 2023-2024" is overlaid in the center in a large, bold, black font.

Ipswich Middle School Improvement Plan 2023-2024



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.

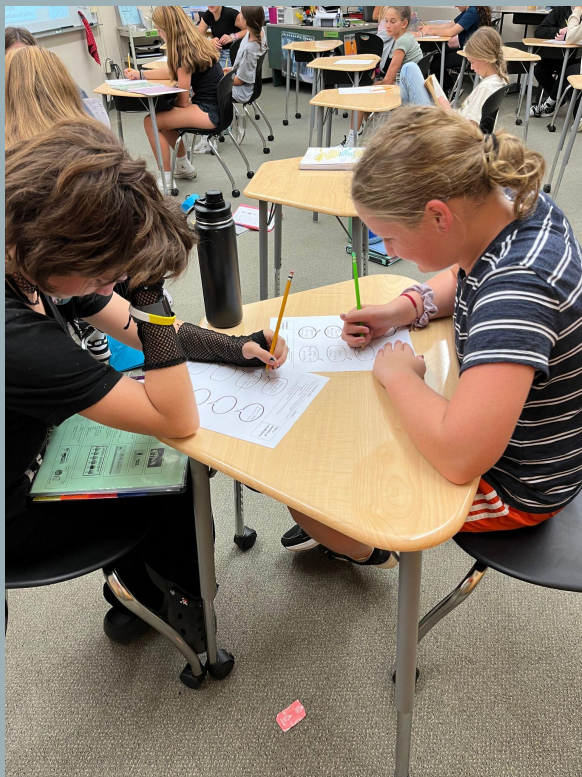


Goal #1

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



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.

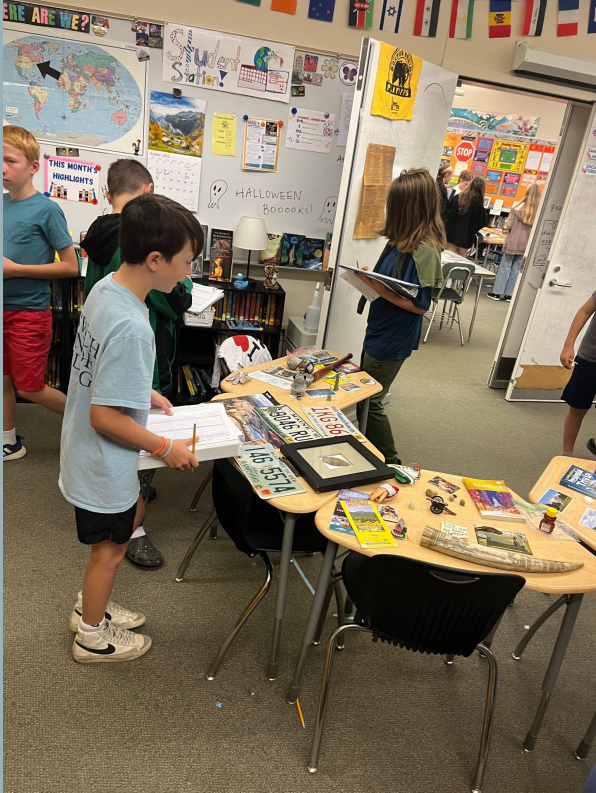


Goal #2

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



Implement reading benchmark assessments in December and March in all three grades utilizing the Patterns of Power writing curriculum.

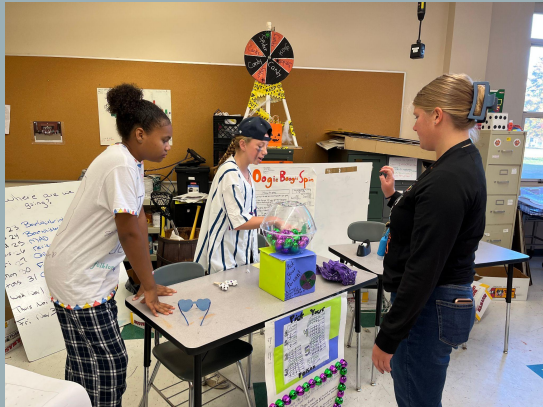
Implement the new Civics MCAS in 8th grade, and provide Professional Development to staff.

Encourage transdisciplinary and Project-based Learning experiences and provide professional learning time for planning.



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

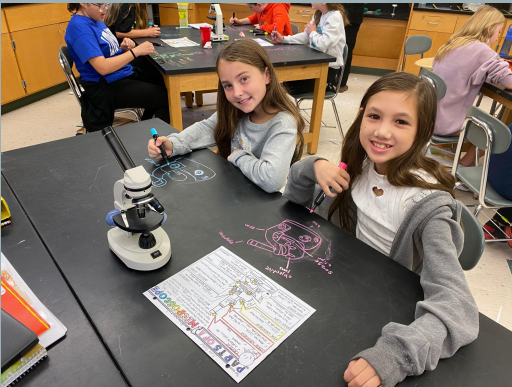


Continue to train teachers and introduce students to restorative justice circles to build stronger interpersonal relationships, improve respect amongst peers and teachers, and reduce overall stress in the school community.

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.





Ipswich High School Improvement Plan 2023-2025



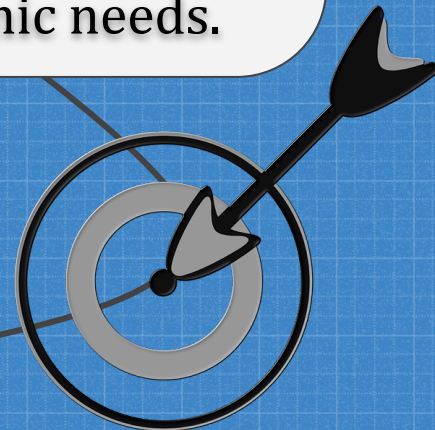
Ipswich High School is a collaborative community that fosters equity among learners. We engage in the personalized acquisition of the skills and knowledge essential to becoming successful, contributing, and responsible citizens.

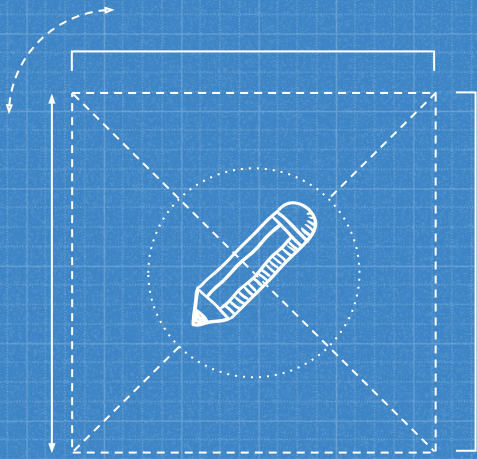


Ensure that all students are provided supportive and rigorous educational experiences that meet their social, emotional, and academic needs.

Goal #1

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





Goal #1: Action Steps

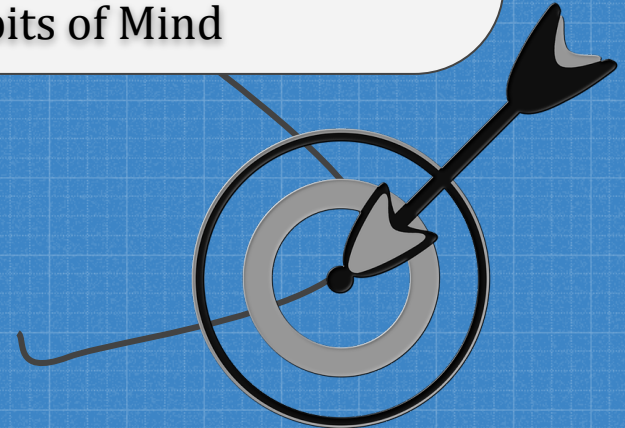
- Earn at least 3 out of 4 points in MCAS achievement targets for all students
- Evaluate success of peer mentoring program's impact on the 8th to 9th grade transition
- Maintain appropriate staffing levels in the student support department
- Develop local formative assessments to empower educators with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

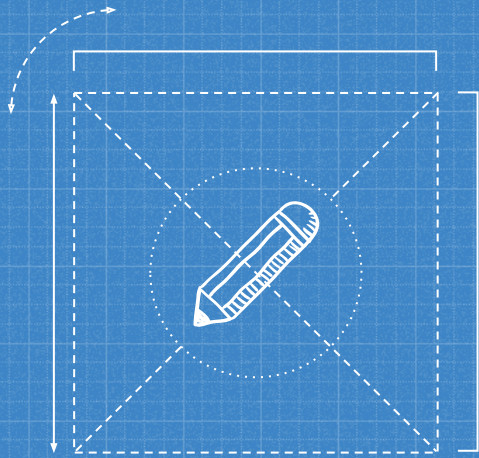


Ensure that all students are immersed in an engaging and challenging academic program built on authentic, profound learning experiences driven by the Successful Habits of Mind

Goal #2

District Objective #2: Creating innovative learning environments





Goal #2: Action Steps

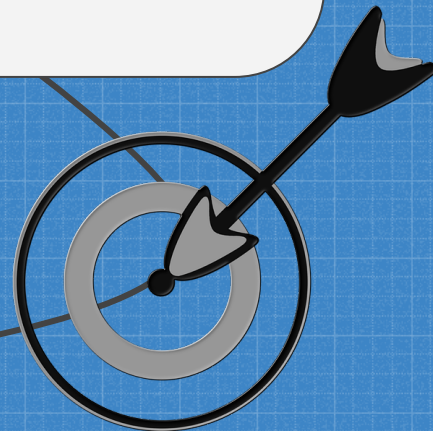
- Leverage local partnerships to enhance the authenticity of the school-to-work program experiences
- Create student self-reflection strategies for reporting progress on the Successful Habits of Mind
- Empower content areas to identify professional learning needs and coordinate professional development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

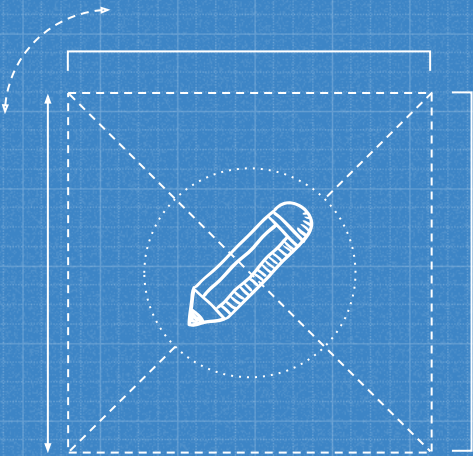


Ensure that all students will be prepared to face the challenges presented by an increasingly complex world that is more diverse than our immediate learning community.

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



**Thank you for your
support!
The IPS Leadership Team**