



Ipswich Public Schools Strategy for District Improvement, 2025-2026

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 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 	<ul style="list-style-type: none"> ● Implement reading and math baseline diagnostic assessments through the use of iReady and provide individualized and Tier II MTSS Supports to students as needed. (1.1; 1.2; 1.4) ● Schedule examination of student data at each grade level, including MCAS, iReady, grade level formative assessments, and school-wide data (such as state accountability reports), to monitor overall progress and the progress of all student subgroups midway through the school year. (1.1; 1.4) ● Implement Education Lifeskills, a new Tier III behavioral intervention. Utilize data to inform conversations with students and define root causes of adverse behaviors. (1.2) ● Establish new MTSS Tier III interventions for specific high needs 	<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 the lowest performing students (1.1) ● Examine and refine level placement practices to ensure students have appropriate access to advanced coursework (1.2) ● Develop and implement data cycles to empower educators with timely information to collaboratively adjust instructional practices to serve students' dynamic learning needs (1.4) ● Expand number of business related curricular and co-curricular opportunities (1.2, 1.3) ● Explore ways to embed transferable skills and learning strategies aligned with the Successful Habits of Mind into required coursework (1.1)

<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>students that are agile and responsive to the students' varying needs. (1.2;1.3)</p>	
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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
<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"> ● All Teaching Staff will continue to document and/or create new curriculum written in a UbD format that will be accessible to collaborators via a shared drive (2.1; 2.2) ● Collaborate with the High School Math Department during Learning Cycles regarding the Implementation of IM in Algebra classes (2.1; 2.2; 2.3) ● Empower content areas to identify professional learning needs and coordinate relevant professional development to expand teachers' instructional toolboxes (2.3) ● Utilize Learning Cycles to guide staff discussions focused on analyzing student work and common assessment data to inform and improve instructional practices. (2.1; 2.2) ● Provide trauma-informed professional development and consultation for Tier III providers as well as general trauma informed de-escalation best practices 	<ul style="list-style-type: none"> ● Create interim 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) ● Implement student self-reflection "I Can" surveys 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) ● Empower content areas to identify professional learning needs and coordinate relevant professional development to expand teachers' instructional toolboxes, especially around authentic application of course-related skills and knowledge (2.3) ● Identify and implement research-based, job-embedded professional development on authentic assessment practices (2.3) ● Following the IPS guidelines, utilize the power of AI tools to support educators (ex. instructional design, personalization,

<p>learning, including goal setting and reflection on learning using rubrics in order to assure that students are meeting benchmarks (2.2)</p> <ul style="list-style-type: none"> • 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) 	<p>with our entire staff (2.1; 2.2; 2.3)</p> <ul style="list-style-type: none"> • Following the IPS guidelines, utilize the power of AI tools to support educators (ex. instructional design, personalization, real-time feedback) and provide professional development (2.1; 2.2; 2.3) • Provide professional learning opportunities to introduce and leverage generative AI and the role it plays in pedagogy, curriculum and instruction (2.3) • Research and prepare for the implementation of DESE mandates related to college and Career and Technical Education (CTE) pathways. (2.1; 2.2) 	<p>real-time feedback) (2.1, 2.2)</p> <ul style="list-style-type: none"> • Define AI literacy competencies for students and identify integration areas into core content as well as digital literacy curriculum. (2.2) • Provide professional learning opportunities to introduce and leverage generative AI and the role it plays in pedagogy, curriculum and instruction (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
<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"> ● Highlight and publicize the ways that our students contribute to their own communities and the larger world through events such as the Walk for Hunger, Water for South Sudan, and the 8th Grade Civics Projects (3.1; 3.2; 3.3) ● Communicate our students' impacts on the world and their communities as well as the innovative teaching methods of our staff (3.3) ● Implement Tier I Restorative Justice Circles (community building circles) to build relationships, foster trust, and strengthen a positive classroom community before conflicts arise. (3.1) ● Assure a sense of belonging for all students and extend our No Place for Hate designation through clubs and activities such as those run by our T.I.D.E., Multilingual leaders, Kindness, and Pride clubs. (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 and greater world (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) ● Refine new "Day of Service" community-based learning opportunity (3.3) ● Continue professional development around supporting all students, combating implicit biases, and fostering a culture of belonging (3.2) ● Expand use of Restorative Circles (3.1)

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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