

Peabody Public Schools District Improvement Plan

Approved: August 23, 2022

<i>Mission</i>					
Peabody Schools aim to prepare each student to reach his or her full intellectual, creative and individual potential through a fully integrated and diverse curriculum to meet the responsibilities of citizenship.					
<i>Vision</i>					
Peabody Schools inspire, empower, and challenge our students to pursue excellence in reaching their potential. Professional educators and community partners collaborate to ensure success at the highest level in a safe, student-centered environment. We are a community of life-long learners who value the individual while promoting integrity, courage and the acceptance of differences.					
<i>Core Values for Every Student, Every Day</i>					
<p style="margin: 0;">HOPE</p> <p style="margin: 0;">for Every Student, Every Day</p> <p style="margin: 0;">High Expectations</p> <p style="margin: 0;">Optimism</p> <p style="margin: 0;">Personalized Learning</p> <p style="margin: 0;">Equity and Access</p>					
<i>Theory of Action</i>					
IF the Peabody Public Schools consistently foster a learning community that embraces the core belief of “HOPE for every student, every day” and supports educators, students, families and community members to provide equitable access to rigorous, high quality educational experiences through personalized learning in student-centered environments for all Peabody Public Schools students, THEN we will improve learning outcomes for all students while meeting their individual academic, social and emotional needs.					
<i>Community Pillars for Success</i>					
Curriculum, Instruction and Assessment	Collaborative Relationships	Student and Staff Support	Effective Communication	Social Emotional Learning	Community Partnerships
<i>Strategic Objectives</i>					
H		O		P	
E					
1. Excellent Achievement for ALL students		2. Supporting the holistic needs of ALL students		3. Developing a Sense of Belonging for ALL students	
<i>Strategic Initiatives</i>					
1.1 Partner with DESE’s Instructional Leadership Team Support Network.		2.1 Partner with DESE’s Learning Acceleration Network		3.1 Partner with DESE’s Sense of Belonging Network.	

1.2 Develop and implement clear and consistent best instructional models and practices across grade levels and departments.	2.2 Understanding the diverse needs of our students as they emerge from pandemic learning and personalizing their learning to meet their individual needs.	3.2 Utilize DESE VOCAL data and SELIS results to inform programming that addresses the social and emotional needs of students.
1.3 Increase the number of educators familiar with the impact of HQIM and the process of selecting, adopting and implementing new materials (when appropriate) across all content areas.	2.3 Provide ongoing professional learning and support for educators on the elements of learning acceleration.	3.3 Develop programs and systems to engage and support the diverse needs of families and community members across grade levels and departments
1.4 Implement new ELA HQIM at the K-5 level.	2.4 Leverage the use of existing platforms (including Renaissance, Mastery Connect, etc.) to provide individualized support for students.	3.4 Partner with Peabody Education Foundation to support mental health initiatives.
1.5 Provide professional learning opportunities and support to facilitate a deeper understanding of the educator evaluation system as a coaching and support model.	2.5 Analyze and refine the Instructional Support Team (IST) model and identify appropriate resources for educators to address student needs within the classroom.	3.5 Partner with Peabody Chamber of Commerce and other partners to increase student internship opportunities.
Outcomes		
<ul style="list-style-type: none"> • Increase in the number of students performing at proficiency or above on state and local assessments • Increase in leadership team's knowledge and skill related to coaching / supporting educators in their learning 	<ul style="list-style-type: none"> • Increase in educators' knowledge and skill related to use of data to drive instructional decisions and implementation of MTSS to address students' individual needs 	<ul style="list-style-type: none"> • Increased sense of belonging among students, staff, and families (as evidenced by survey data, SELIS data, attendance rates, etc.)