

Peabody Public Schools

District Improvement Plan 2025-2026

Presented: August 26, 2025

Mission

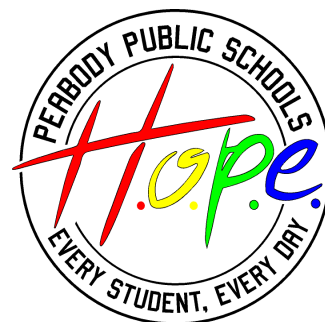
Peabody Schools aim to prepare each student to reach his or her full intellectual, creative and individual potential through a fully integrated and diverse curriculum to meet the responsibilities of citizenship.

Vision

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.

Core Values for Every Student, Every Day

HOPE
 for Every Student, Every Day
High Expectations
Optimism
Personalized Learning
Equity and Access



Theory of Action

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.

Community Pillars for Success

Curriculum, Instruction and Assessment	Collaborative Relationships	Student and Staff Support	Effective Communication	Social Emotional Learning	Community Partnerships
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Strategic Objectives

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	

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1. - Excellent Achievement for ALL students	2. - Supporting the holistic needs of ALL students	3. - Developing a Sense of Belonging for ALL students
Strategic Initiatives		
1.1 - All stakeholders foster a culture of learning by demonstrating a joy for learning through positive relationships and strong classroom culture as evidenced by the majority of students being on task academically and behaviorally.	2.1 - Collaborate with the mayor's office to enhance and implement recommendations from the mental health, anti-bullying and suicide prevention task force.	3.1 - Build on the prior work begun in DESE's Sense of Belonging Network.
1.2 - All stakeholders ensure that high quality text, district adopted high quality materials, and/or grade-level standards will be at the center of each lesson for every student, every day.	2.2 -Engage stakeholders to review current policies and procedures to identify areas where additional training, professional learning and communication are needed.	3.2 - Partner with Dirty Hands Project and MindWise to provide Signs of Suicide (SOS) training to students and staff at the Middle School and High School.
1.3 -All stakeholders support the daily use of high quality questions and tasks aligned with the adopted curriculum to meet the demands of grade-level content and grade-level standards.	2.3 -Analyze and refine the Instructional Support Team (IST) model and identify appropriate resources for educators to address student needs within the classroom.	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 -Actively monitor student responses (written and oral) during daily instruction. Analyze student work to celebrate bright spots and inform planning. Analyze student work with colleagues, leaders and partners to adjust instruction, planning and supports.	2.4 - Provide professional learning opportunities for all staff to develop a deeper understanding of the diverse and holistic needs of our students and families to inform practices that foster a sense of HOPE for every student, every day.	3.4 - Partner with Peabody Education Foundation and the mayor's taskforce to identify potential curriculum materials that support mental and behavioral health and bullying prevention.
1.5 - All stakeholders will ensure that all students will demonstrate ownership of their learning.	2.5 -Utilize DESE VOCAL survey data to inform programming that addresses the mental and behavioral health needs of students.	3.5 - Review outcomes and progress to reflect and refine next steps for programming, professional learning and resources/partnerships.
Outcomes		
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	Increase in educators' knowledge and skill related to use of data to drive instructional decisions and use of MTSS to meet student needs. Ensure all students can identify at least one trusted adult within their school.	Increase sense of belonging and improved Health and Wellness for students, staff and families as measured by attendance, bullying, graduation and discipline rates as well as data obtained from surveys, and observations.