

Strategic Plan: THEME III

Goal: A well-qualified, highly effective staff is employed by the district and provided meaningful professional growth opportunities that support them in meeting the needs of all students.

Strategic Objective	Action	Evidence	End of Year Accomplishments
<p>1: Performance expectations are clearly communicated through consistent and systematic implementation of the new educator evaluation system.</p>	<p>During the 2015-2016 academic year, members of the administrative council will continue to meet during their monthly meetings to calibrate the DESE performance rubric.</p>	<p>Administrative evaluators as well as teachers being evaluated (either non-professional status or a summative cycle) will see a common set of objectives being used in the performance cycle review.</p>	<p>Administrators used a common template and rubric for their summative evaluation. A common set of objectives was used</p>
<p>2: A range of professional development opportunities is provided to keep staff up to date with the district’s learning priorities and to support professional growth of all staff.</p>	<p>The curriculum department, in collaborative discussions with the school- based administration, will articulate the learning priorities as set forth by the strategic plan. Specific emphasis will be placed on the development of district determined measures (DDMs) of student performance for evaluation by grade level and department.</p> <p>Professional development for professional staff will be scheduled and built in consultation with all constituencies. New teachers will be acclimated to our teacher evaluation program during the teacher orientation process and during a seminar at our teacher induction program – Off to a Great Start (OTAGS).</p> <p>As part of our negotiations with the teacher aide union in the spring of 2015, we will provide our teacher aide staff with an orientation and follow-up training throughout the school year.</p>	<p>In progress. The administration continues to work with teachers and paraprofessionals to pinpoint and design professional development opportunities that will focus on current initiatives and curricular demands.</p> <p>Our teacher mentoring program continues to be refined under the direction of HRMS Assistant Principal Julie MacDonald. This professional development continues to offer unlimited support so that teacher retention remains high.</p> <p>An orientation will be offered in late August, 2015 for our paraprofessional staff. This orientation will include the basics of employment (insurances, credit union, work expectations in terms of hours and responsibilities and evaluation methods)</p> <p>A subsequent seminar/orientation will be held that will offer training to paraprofessionals on how to effectively assist the student in his/her studies, how to work with</p>	<p>Over 30 teachers are enrolled in the Spring, 2016 semester Studying Skillful Teacher offered by Research for Better Teaching. For the 16-17 school year, we will offer 2nd level, online course titled, Making Thinking Visible by RBT for teachers who have taken Studying Skillful Teacher.</p> <p>The teacher mentor program now has representation at each level with the addition of Cynthia Grady at the elementary level. The mentor program has begun a teacher acknowledgment program (Master Mentor) for those educators was begun at the January School Committee meeting.</p> <p>An orientation for new teacher aides only was held on September 10, 2015 (the first half day professional development day). Focus on this orientation was both district expectations and an outline of a typical day’s work. A follow-up meeting was held on the full day early release day for all teacher aides in the district (September 23, 2015). Topics on that day included technology and special education.</p>

		students who exhibit aberrant behaviors, how to organize student work for maximum student achievement etc. We will model this after our highly effective OTAGS seminars for professional staff.	In progress.
3: Teacher collaboration, teacher leadership and inclusive decision-making practices are cultivated and maintained.	<p>During the 2015-2016 academic year, we continue to emphasize teacher collaboration and leadership. All elementary schools have modified forms of Professional Learning Communities that are, at times, teacher led.</p> <p>Danvers High School will use some of the professional development time allotted during the 2015-2016 academic year to begin the self-study process for eventual New England Association of Schools and Colleges (NEASC) accreditation, scheduled to take place in the fall of 2017.</p>	<p>We have a highly developed teacher collaboration system that ensures that teacher leadership is encouraged, honored and allowed to flourish.</p> <p>Subcommittees will be formed for each strand of the NEASC evaluation process. Each subcommittee will consist of teachers, administrators, students and – where applicable- parents and community members</p>	<p>All schools, PreK-8, have spent early release time and full day release time on their individual school logic models and analyzing data to improve student performance.</p> <p>An NEASC Steering Committee, comprised of 7 teachers, has been formed. Each teacher and staff member at Danvers High School has been assigned a standards committee. Chairs have been assigned. A call has gone out to community members and parents.</p>
4: District hiring policies and practices reinforce continuing employment of a well-qualified, highly effective staff.	<p>The Administrative Council, following protocol led by Central Office, ensures that our teaching, support and administrative staff maintain highly qualified status by using the requirements of the Department of Secondary and Elementary Education rubric. Those seeking licensure outside of current position will be supported as long as the district will benefit from such.</p> <p>Make an effort to unite all staff members across the district through informational communication at various points during the academic year. Include latest legal updates and district policy and procedure information.</p>	<p>We conduct a monthly licensure checks to ensure that professional staff licensure is retained. We routinely notify teachers whose licensure may be expiring. We have conducted the requisite number of unannounced classroom observations using Teachpoint.</p> <p>Personnel department will publish a quarterly newsletter to electronically distribute to all employees. In consultation with our superintendent and receipt of legal updates by our attorneys and the Department of Elementary and Secondary Education, we will inform, advise and educate staff on new information as much as possible.</p>	<p>Licensure and CORI check processes have been streamlined and a database has been established for easy reference. Teachers whose licensure is about to expire are provided with written notifications and a phone call follow up. Waivers have been sought by the Personnel Department from the Department of Elementary and Secondary Education for those teachers who have either moved from a different state or who are in difficult to fill positions.</p> <p>In progress – not yet accomplished</p>

	<p>Streamline the recording of credits to have all personnel history and credit documents stored electronically.</p> <p>Create a personnel website where policies/paperwork and information can be easily accessed by current and prospective personnel</p>	<p>The pencil/paper documentation we have been working off of in the past will no longer be necessary.</p> <p>We will link this to our existing Danvers Public School website.</p>	<p>Ongoing</p> <p>Not yet accomplished</p>
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