

DANVERS HIGH SCHOOL

Final Accomplishments

2018 - 2019



Submitted on behalf of the School Council by:

Jason Colombino

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2018-2019 Danvers High School Council Members

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(Principal)

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(Math)
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Danvers High School
2018/2019 School Improvement Plan

The goals for the 2018 - 2019 School Improvement Plan are the result of an analysis of statewide data analysis, the NEASC final report and input from a variety of stakeholders.

Danvers High School Goals 2018/2019 School Year

Goal #1: Equity and Excellence for Everyone - Formative Assessments for Results

100% of Teacher Teams will complete FAR cycles on identified priority learning standards (at least one standard per instructional unit). This work will increase our understanding of student achievement and growth throughout the school year. Teacher teams refer to teams of teachers that teach the same course (regardless of course level).

Goal #2: Student Engagement - Project-Based Learning and Innovation Pathways

Danvers High School will pilot a number of interdisciplinary courses for the 18-19 school year and develop interdisciplinary courses and innovation pathways for the 19-20 school year.

Goal #3: Social and Emotional Learning - Therapeutic Learning Center (TLC) and Adult Social and Emotional Learning

DHS will successfully implement a pilot Therapeutic Learning Center (TLC) and increase opportunities for adult social and emotional learning.

Goal #1: Equity and Excellence for Everyone - Formative Assessments for Results (FAR)

100% of Teacher Teams will complete FAR cycles on identified priority learning standards (at least one standard per instructional unit). This work will increase our understanding of student achievement and growth throughout the school year. Teacher teams refer to teams of teachers that teach the same course (regardless of course level).

Implementation Strategies	Time	Strategies	Outcomes	Monitoring Tools	Final Accomplishments
Teacher Leaders trained in Formative Assessment for Results (FAR) Cycle work	17-18 school year	DHS Teacher Leaders, Curriculum Director and Principal completed training from Research for Better Teaching (RBT) on the FAR cycle.	<p>Teacher Leaders will bring back tools to their departments and teacher teams.</p> <p>The DHS Leadership team implemented professional development to provide faculty with an overview of the FAR cycle.</p>	<p>-Attendance</p> <p>-Meeting agendas</p>	This benchmark goal has been met as all DHS faculty has received training in the FAR Cycle.
DHS Faculty participate in continued training on FAR cycle.	August 2018	Research for Better Teaching (RBT) provides professional development to DHS faculty to establish common expectations and a shared understanding of the FAR cycle work.	Teachers will have a shared understanding of the work and expectations for the 18-19 school year.	<p>-Attendance</p> <p>-Meeting agendas</p> <p>-Exit Tickets/feedback surveys</p>	RBT complete a site visit of DHS CPT teams. A team of Teacher Leader, School and District-level administrators met with RBT around strengths, barriers and next steps for the important FAR Cycle and Coaching High Impact Teacher Teams work at DHS.

					RBT trained entire DHS Faculty on the FAR Cycle. Teacher feedback was incorporated to further support the establishment of common expectations and a shared understanding of the FAR Cycle work.
Teacher teams establish student achievement baseline and identify priority standards.	Each instructional unit	In Common Planning Time (CPT) meetings, teacher teams: -Identify priority standards -Unpack standards -Develop success criteria for priority standards	-Common priority standards per unit that will have common formative assessments. -Success criteria for priority standards.	-Success criteria -CPT agendas/meeting minutes	All teacher teams have completed this goal in CPT meetings.
Teacher teams create/revise common formative assessments	Each instructional unit	-Create/refine formative assessments for each priority standard.	-Common formative assessments aligned to assess priority standards.	-Common formative assessments -CPT Agendas/meeting minutes	All teacher teams successfully created/refined common assessment for each common assessment in instructional units for each course that has a teacher team/regular CPT meeting.

<p>Teacher teams analyze formative assessments</p>	<p>Each instructional unit</p>	<p>Teacher teams complete data-driven dialogue and other Looking at Student Work (LASW) protocols during CPT meetings</p>	<p>-Shared understandings of student strengths and areas for growth based on data dialogue and/or other LASW protocols.</p>	<p>-CPT agendas/meeting minutes -LASW protocol notes</p>	<p>Teacher teams submitted evidence of student achievement and growth for multiple FAR Cycles and analyzed formative assessment results in CPT teams.</p>
<p>Teacher Teams identify and implement FIRME Action</p>	<p>Each instructional unit</p>	<p>Teacher teams develop FIRME action plan -Feedback -Investigation -Reteaching/Re-engaging/Regrouping -Moving On -Extension</p>	<p>Teachers implement FIRME action based on needs of students to improve student achievement and growth.</p>	<p>-FIRME Action plan/CPT meeting notes -Re-teaching assessment</p>	<p>Teacher teams continue to work on implementing FIRME action based on formative assessment results. Many teacher teams have designed and implemented FIRME action strategies in the classroom and documented the impact of the FIRME action on student achievement and growth.</p>

Goal #2: Student Engagement - Project-Based Learning and Innovation Pathways

Danvers High School will pilot a number of interdisciplinary courses for the 18-19 school year and develop interdisciplinary courses and innovation pathways for the 19-20 school year.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Pilot interdisciplinary courses including:</p> <ul style="list-style-type: none"> -Broadcast Journalism -Introduction to Biomedical Sciences -Introduction to Engineering Design -AP Principles of Computer Science -American Studies 	<p>Throughout the 18-19 school year</p>	<p>Teacher of pilot courses</p>	<ul style="list-style-type: none"> -DHS Leadership Team -Teacher Leaders 	<p>The new interdisciplinary courses all have been piloted for the 18-19 school year.</p> <p>We are running 5 sections of the PLTW Principles of Biomedical Science course, with almost 100 students enrolled in the class.</p> <p>DHS Leadership team members have met frequently with teachers of the new courses to provide support and gather feedback to continuously improve course offerings to students at DHS in the future.</p>
<p>Complete draft plans for innovation pathways at Danvers High School.</p>	<p>Fall, 2018</p>	<ul style="list-style-type: none"> -Innovation Pathways Task Force/Study Group -DHS Faculty -DHS Leadership Team -DHS Teacher Leaders 	<ul style="list-style-type: none"> -Innovation Pathways Task Force/Study Group -DHS Faculty -DHS Leadership Team -DHS Teacher Leaders 	<p>The Pathways Task Force has designed initial pathways for DHS, including the following industry areas:</p> <ul style="list-style-type: none"> -Advanced Manufacturing (Engineering) -Business and Finance -Health Care and Social Assistance

				(Biomedical Science) -Computer Science (Information) -Creative Arts: Performance and Production -Advocacy: Legal Studies and Public Service -Education -International Studies
Submit application to MA DESE for designation of at least one innovation pathway.	2018-2019 School Year	-Innovation Pathways Task Force/Study Group -DHS Faculty -DHS Leadership Team -DHS Teacher Leaders	-Innovation Pathways Task Force/Study Group -DHS Faculty -DHS Leadership Team -DHS Teacher Leaders	DHS received Innovation Pathway designation from the Massachusetts Department of Elementary and Secondary Education in the following industry areas: -Business and Finance -Advanced Manufacturing -Health Care and Social Assistance -Information -Environmental and Life Science Students will enroll in these five Innovation Pathways beginning in the Fall of 2019, with the primary focusing being on the Class of 2023. DHS received a \$10,000 planning from MA DESE grant to support teacher work in continuing to develop Innovation Pathways at DHS.

				<p>As a result of the Innovation Pathway designation, DHS was eligible for a Capital Skills Grant. In June of 2019 it was announced that DHS received \$150,000 to fund equipment related to building student knowledge and skills in Innovation Pathways.</p>
<p>Develop additional interdisciplinary course offerings for the 19-20 school year.</p>	<p>January, 2019</p>	<p>-DHS Teachers interested in piloting new interdisciplinary courses</p>	<p>-DHS Faculty -DHS Leadership Team -DHS Teacher Leaders -Curriculum Office</p>	<p>DHS plans to offer an interdisciplinary class called The Art of Animal Form and Function, which is a collaborative effort between the Science and Fine Arts Departments.</p> <p>We have worked with DHS teachers to create new interdisciplinary courses. We are also honored to have been awarded \$30,000 in external funding to establish additional PLTW courses in Computer Science and Engineering. The funding covers teacher professional development and course-specific durable equipment.</p> <p>DHS is also increasing its course offerings that are project-based, including the following new courses for 2019-2020:</p>

				<ul style="list-style-type: none"> -PLTW Human Body Systems -AP Environmental Science -PLTW Computer Science Essentials -PLTW Cybersecurity (2020-2021) -Social Media in Film -First Responders -The Mindful Teen -Empowerment through Yoga -12th Grade ELA elective (numerous offerings)
Document and share Project-Based Learning (PBL) opportunities for DHS students	Throughout the 18-19 school year	-DHS Faculty and Leadership Team	<ul style="list-style-type: none"> -DHS Faculty -DHS Leadership Team -DHS Teacher Leaders 	PBL opportunities for students have been documented and shared through social media (DHS website, Twitter, Instagram, etc.) throughout the school year.

Goal #3: Social and Emotional Learning - Therapeutic Learning Center (TLC) and School-Wide Preventions

DHS will successfully implement a pilot Therapeutic Learning Center (TLC) and increase opportunities for adult social and emotional learning.

Implementation Strategies	Time	Who/What	Resources	Final Accomplishments
Create Therapeutic Learning Center (TLC) program description and model.	Summer 2018	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services -DHS Social Workers and Psychologist 	<ul style="list-style-type: none"> -Model programs at local districts -Student Services 	<p>The TLC program has been created and implemented for the 18-19 school year. The creation of the program was a collaborative effort between DHS Leadership team members, Social Workers and Psychologists.</p> <p>In addition, DHS has continued to work with the Positive Alternative to School Suspension (PASS) program as a Tier II Social-Emotional Learning intervention for students primarily having difficulty with substance abuse and/or mental health. Twenty (20) DHS students have attended the PASS program as of June 1, 2019.</p>
Enroll students in TLC program	Throughout the 18-19 school year	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services 	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services 	As of June 1, 2019, approximately 20 students have accessed the TLC program for some portion of the school year.
Monitor progress of TLC pilot program	Throughout the 18-19 school year	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services 	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services -TLC program faculty/staff 	The TLC pilot has been successful in meeting the needs of students who need additional social and emotional supports.

<p>Apply effective preventions and interventions to broader DHS community, as appropriate and feasible.</p>				<p>DHS continues to track metrics (attendance, grades, etc.) to assess the strengths and areas for improvement with the TLC program.</p> <p>A next step is to continue to integrate and align the TLC program with the district's focus on social-emotional learning as one key pillar for our strategic plan.</p>
<p>Provide opportunities for adult Social and Emotional Learning at DHS</p>	<p>Throughout the 18-19 school year</p>	<p>-DHS Leadership Team -DHS Leading Together Team</p>	<p>-Leading Together professional development and site visits.</p>	<p>DHS has incorporated Leading Together and other activities geared at increasing social-emotional learning in the adult community in a variety of settings this school year, including Faculty Meetings, Professional Development, School Council and School Committee meetings.</p> <p>The DHS Leading Together Team presented an overview of the work at the DHS School Pride School Committee presentation this December.</p> <p>In addition, the #WhyYouMatter campaign support social-emotional learning for students and faculty alike. The photo-project was a joint effort between DanversCARES, DHS Students United for Acceptance (SUFA) and DHS Students Against</p>

				Destructive Decisions (SADD). The campaign gained attention in the Salem News and was featured on the local news.
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