

DANVERS HIGH SCHOOL

Final Accomplishments

2019 - 2020



Submitted on behalf of the School Council by:

Jason Colombino

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2019 - 2020 Danvers High School Council Members

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Danvers High School
2019 - 2020 School Improvement Plan

The goals for the 2019 - 2020 School Improvement Plan are the result of an analysis of statewide data analysis, the NEASC final report and input from a variety of stakeholders. The goals are aligned to the three pillars in the 2018-2023 Strategic Plan for the Danvers Public Schools.

Danvers High School Goals 2019 - 2020 School Year

Goal #1: Safe and Supportive Learning Environments

DHS will successfully implement year 2 of the Therapeutic Learning Center (TLC) and increase opportunities for student and teacher social and emotional learning.

Goal #2: Coherent Curriculum, Instruction & Assessment - Equity and Excellence for Everyone - Formative Assessments for Results (FAR cycle) and MTSS Pilot

100% of Teacher Teams will complete FAR cycles on identified priority learning standards for all units of instruction. DHS will pilot a Multi-Tiered System of Support (MTSS) model.

Goal #3: Reimagining High School - Engaged Students - Project-Based Learning, Innovation Pathways and Early College Programs

Danvers High School will continue to expand Project-Based Learning opportunities for students and implement Pathways for all members of the Class of 2023. We will plan an Early College program with a set implementation start date of the Fall of 2020.

Goal #1: Safe and Supportive Learning Environments

DHS will successfully implement year 2 of the Therapeutic Learning Center (TLC) and increase opportunities for student and teacher social and emotional learning.

Implementation Strategies	Time	Who/What	Resources	Final Accomplishments
Refine Therapeutic Learning Center (TLC) handbook, including clear policies and procedures around entry and exit criteria, as well as communication.	Summer 2019	<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 -DHS Social Worker and School Psychologists -Outside organizations, including Positive Alternative to School Suspension (PASS) program. 	There has been extensive work at clearly defining policies and procedures, as well as entry and exit criteria, for the TLC program at DHS.
Enroll students in TLC program	Throughout the 19-20 school year	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services 	<ul style="list-style-type: none"> -DHS Leadership Team -Student Services 	The TLC program has served approximately 20 students for the 2019-2020 school year.
<p>Monitor progress of TLC pilot program through attendance and achievement metrics.</p> <p>Apply effective preventions and interventions to the broader DHS community, as appropriate and feasible.</p>	Throughout the 19-20 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 	<p>Student attendance and progress has been consistently monitored throughout the school year to tailor support to individual student social and emotional needs.</p> <p>Staff have completed professional development</p>

				modeling social emotional competencies and also have begun work on Multi-Tier Systems of Support (MTSS).
Provide opportunities for adult Social and Emotional Learning at DHS	Throughout the 19-20 school year	-DHS Leadership Team -DHS Leading Together Team	-Leading Together professional development	DHS has a SEL team of faculty who have planned and implemented a variety of SEL activities as part of faculty meetings and other professional development opportunities. For example, the DHS faculty had a celebration of student learning at the December Faculty Meeting, including student performances and student Class Officers serving refreshments and dessert to show appreciation.
Plan and implement lessons in advisory aligned to CASEL's five social-emotional learning competencies. Unpack CASEL's five	Throughout the 19-20 school year.	-DHS Advisory Committee -DHS Teacher Leaders -DHS Leadership Team -DHS Advisory Committee	-Essex County Learning Community -CASEL	Teachers have experienced a number of SEL activities to understand how to plan and assess for the five SEL competencies.

social-emotional learning competencies to develop a shared understanding of the SEL skills and knowledge students need to be successful.	Throughout the 19-20 school year			Teachers have piloted SEL activities in classrooms, ranging from computer science to DRIVE to chorus classes.
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**Goal #2: Coherent Curriculum, Instruction and Assessment
Equity and Excellence for Everyone - Formative Assessments for Results (FAR cycle) and MTSS Pilot**

100% of Teacher Teams will complete FAR cycles on identified priority learning standards for all units of instruction. DHS will pilot a Multi-Tiered System of Support (MTSS) model.

Implementation Strategies	Time	Strategies	Outcomes	Resources	Final Accomplishments
Teacher teams establish student achievement baseline and identify priority standards (Step 1: Clarifying the Learning Journey)	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 -Teacher Leaders and DHS Leadership team	Teacher CPT Teams have identified priority standards for each course for the 2019-220 school year.
Teacher teams create/revise common formative assessments (Step 2: Infuse 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 -Teacher Leaders and DHS Leadership team	Teacher CPT teams have developed formative assessments for priority standards and have aligned the formative assessments with midterms for each course. Teachers have continued to develop formative assessments for priority standards throughout the 2019-2020 school year.

Teacher teams analyze formative assessments (Step 3: Analyze Formative Assessments)	Each instructional unit	Teacher teams complete data-driven dialogue and other Looking at Student Work (LASW) protocols during CPT meetings	-Shared understandings of student strengths and areas for growth based on data dialogue and/or other LASW protocols.	-CPT agendas/meeting minutes -Looking at Student Work (LASW) protocol notes -Teacher Leaders and DHS Leadership team	Teacher Leaders are sharing resources and best practices around Analyzing Formative Assessments with their departments and CPT teams.
Teacher Teams identify and implement re-teaching strategies based on formative assessment data (Step 4: Take FIRME Action).	Each instructional unit	Teacher teams develop FIRME action plan -Feedback -Investigation -Reteaching/Re-engaging/Re grouping -Moving On -Extension	Teachers implement FIRME action based on the needs of students to improve student achievement and growth.	-FIRME Action plan/CPT meeting notes -Re-teaching assessment -Teacher Leaders and DHS Leadership team	Teacher teams have developed plans for re-teaching strategies based on formative assessment data. We continue to work on making this practice infused throughout all content areas and instructional units.
DHS will pilot a team model for 10th grade students.	Throughout the 19-20 school year	-Teacher teams are created -DHS Leadership team and Teacher Leaders provide support to 10th grade teams.	-Teacher teams meet regularly about students as well as curriculum.	-DHS Leadership Team -Teacher and Team Leaders -9th grade team teachers.	Three 10th grade teams have been created for the 2019-2020 school year. Each 10th grade team met regularly in CPT meetings to

					<p>discuss students and plan curriculum. All three teams offer co-taught courses with a designated special education teacher for each team.</p> <p>We are excited at the progress of the 10th grade team this year, and are looking forward to continuing the team model for 9th and 10th grade next school year.</p>
DHS will pilot a Multi-Tiered System of Support (MTSS)	Throughout the 19-20 school year	<ul style="list-style-type: none"> -Teacher team(s) identified to pilot MTSS. -MTSS plan created and communicated to teachers, families and students. 	<ul style="list-style-type: none"> -MTSS pilot implemented -Student social, emotional and academic outcomes monitored to evaluate the MTSS program. 	<ul style="list-style-type: none"> -Essex County Learning Community (ECLC) -DHS Teacher Leaders and Leadership Team 	Teachers at DHS have collaborated to identify Tier 1, 2 and 3 supports for students. For example, intervention courses in math, ELA and science have been developed for the 2020-2021 Program of Studies as a Tier 3 intervention structure.

					DHS teachers and administrators joined faculty and administrators from Holten-Richmond Middle School as well as Central Office in a DESE-sponsored professional development on MTSS.
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***Note:** The Steps referred to in this goal are based on Research for Better Teaching (RBT)'s Formative Assessment for Results (FAR) Cycle.

Goal #3: Re-Imagining High School - Engaged Students - Project-Based Learning, Innovation Pathways, and Early College Programs.

Danvers High School will continue to expand Project-Based Learning opportunities for students and implement Pathways for all members of the Class of 2023. We will plan an Early College program with a set implementation start date of the Fall of 2020.

Implementation Strategies	Time	Strategies	Outcomes	Resources	Final Accomplishments
<p>Increase Project-Based Learning opportunities and pilot interdisciplinary courses including:</p> <ul style="list-style-type: none"> -AP Environmental Science -PLTW Computer Science Essentials -PLTW Human Body Systems -The Art of Animal Form and Function -First Responders -The Mindful Teen -Empowerment through Yoga 	<p>Throughout the 19-20 school year</p>	<ul style="list-style-type: none"> -Provide coaching and support to teachers of new courses. -Provide Common Planning Time (CPT) for these courses to allow teacher teams to collaborate on curriculum and instruction. -Have teachers of pilot courses share experiences with their department and faculty to share best practices and lessons learned. -Identify other professional development opportunities (like the Harvard Case Study Project) to support teachers in planning and implementing Project-Based Learning units. 	<ul style="list-style-type: none"> -Students successfully complete courses -Teachers reflect and identify strengths of pilot courses, as well as areas for improvement. 	<ul style="list-style-type: none"> -DHS Leadership Team -Teacher Leaders -Project Lead the Way and the College Board 	<p>DHS has successfully piloted the following courses in 2019-2020:</p> <ul style="list-style-type: none"> -AP Environmental Science -PLTW Computer Science Essentials -PLTW Human Body Systems -The Art of Animal Form and Function -First Responders -The Mindful Teen -Empowerment through Yoga <p>Teachers in these courses have also been provided with common planning time (CPT) to collaborate and share best practices with colleagues.</p>
<p>Implement the first year of Innovation Pathways in five</p>	<p>Throughout the 19-20 school year.</p>	<p>-Guidance implement MyCAP (My Career and Academic Plan)</p>	<p>-100% of students in the Class of</p>	<p>-Innovation Pathways Task</p>	<p>-All students in the class of 2023 are enrolled in one of</p>

<p>industry sectors</p>		<p>with all students in the Class of 2023.</p> <ul style="list-style-type: none"> -Provide students and families with an overview of the Innovation Pathways, as well as the connections to college and career decisions. -Provide training and overview of Innovation Pathways, including course scope and sequence, with guidance and the faculty. -Complete school visits to learn about how other schools are implementing Innovation Pathways. 	<p>2023 will be enrolled in an Innovation Pathway (or DHS created Pathway) by May of 2020.</p>	<p>Force/Study Group</p> <ul style="list-style-type: none"> -DHS Faculty -DHS Leadership Team -DHS Teacher Leaders 	<p>seven pathways (5 state designated Innovation Pathways and 2 DHS generated pathways).</p> <ul style="list-style-type: none"> -Guidance has implemented the MyCAP lessons to all 9th grade students (Class of 2023). -Families and students have been provided with an overview of Innovation Pathways and MyCAP through correspondences and at events such as the 9th Grade Ice Cream Social, Advisory and class assemblies. -A second cohort of faculty completed the MyCAP training. Both Assistant Principals and all Guidance Counselors are now trained in MyCAP through MA DESE. -A Team of faculty went on a learning excursion to San Diego to visit three schools that had elements of pathways. We have also hosted multiple schools from Massachusetts and consulted to Massachusetts administrators of our work
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					around Innovation Pathways and High Quality College and Career Programs.
Recieve MA DESE designation for an Early College Program at DHS in collaboration with North Shore Community College (NSCC)	2019-2020 School Year	<p>-Submit a planning grant to DESE to support the planning of an Early College Program through the creation of a Task Force composed of teachers and administrators.</p> <p>-Create and implement a Task Force to complete the planning and application for an Early College Program.</p> <p>-Submit an application to MA DESE for an Early College Program at DHS in collaboration with North Shore Community College.</p>	-Receive MA DESE designation for an Early College Program.	<p>-Early College Task Force/Study Group</p> <p>-DHS Faculty</p> <p>-DHS Leadership Team</p> <p>-DHS Teacher Leaders</p>	<p>-DHS has been awarded an Early College Planning grant from DESE and is continuing to collaborate with North Shore Community College on obtaining Early College designation from DESE.</p> <p>-DHS and NSCC successfully piloted a dual enrollment course entitled "Understanding Higher Education and Career Pathways." The course was delivered in a hybrid model, with a mix of online instruction and campus visits (prior to the COVID-19 crisis). 14 DHS students received high school and college credit for this course.</p>