

DANVERS HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2022 - 2023



Danvers High School

2022 - 2023 School Improvement Plan

The goals for the 2022 - 2023 School Improvement Plan are the result of an analysis of statewide data analysis, the NEASC five year 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. Additionally, this plan was developed on the work of the 2021-2022 DHS School Council.

2021-2022 School Council Members

Adam Federico- DHS Principal

Peter DiMauro- DHS Director of Curriculum

Robert Gamer- Community Representative

Mary Beth Verry- Parent, Grade 12

Katie Symmes- Parent, Grade 9 and 10

Karen Ranieri- Parent, Grade 9

Katie Metivier- Parent, Grade 10

Delaney Flewelling- Student, Grade 11

Jewo Jatta- Student, Grade 11

William Black, DHS Teacher- Science

Jay McGillan, DHS Teacher- Mathematics

Danvers High School Goals

2022 - 2023 School Year

GOAL: Danvers High School will establish a school environment in which all stakeholders have voice and agency in ensuring that diversity, equity and inclusion are honored and supported as measured by moving over 1 benchmark score category or moderate change (as defined by DESE as a gain of 4 to 6 scale score points) in areas as measured by the Engagement category in the VOCAL Survey.

- a. Strengthen community block by adding an MTSS component with a focus on executive functioning skills, targeted assemblies for handbook and expectations, recalibrating teacher and student assignments
- b. Increase connections with student organizations to ensure voice and feedback are being heard and events can be held.
- c. Continue professional development in the area of diversity, equity and inclusion including a review of ADL Lesson Plans and practices for engaging in difficult conversations.
- d. Emphasize safe, positive and healthy shared environments (hallways, bathrooms, classrooms, cafeteria) with an emphasis on newly written student handbook rules, increased staff visibility and routines and engaging with students through the assembly block time.

GOAL: Danvers High School seeks to maintain multi-tiered systems of support that provide a foundation in executive functioning skills, core academic knowledge and access to resources that enable all students to achieve to their fullest potential and engagement as measured by moving over 1 benchmark score category or moderate change (as defined by DESE as a gain of 4 to 6 scale score points) in the instructional environment category and participation/engagement categories in the VOCAL Survey.

- a. Strengthen community block by adding an MTSS component with a focus on executive functioning skills
- b. Deploy instructional technicians to support intervention work in STEM, Humanities and SEL areas including ELL students, students with attendance concerns and with foundational and/or credit gaps.
- c. Create connections to recent alumni and community/career mentors.
- d. Establish a more focused culture around AP coursework including meetings and cross curricular expectations.
- e. Strengthen use of assessments including a more structured common formative assessment schedule and the full usage of mid terms and final exams.

GOAL: Danvers High School seeks to provide an engaging and supportive learning environment in which all students have a sense of belonging with the goal of moving over 1 benchmark score category or moderate change (as defined by DESE as a gain of 4 to 6 scale score points) in the Safety category and Environment categories in the VOCAL Survey.

- a. Strengthen and adjust community block by adding executive functioning supports, regrouping student and teacher assignments and adjusting the schedule as needed.
- b. Expand number of students accessing Early College and AP Courses. Increase access to online course work to address individual student needs.
- c. Implement a positive recognition program for students and faculty.
- d. Continue to review and grow access to a variety of literature.

GOAL #1- Diversity, Equity and Inclusion- Danvers High School will establish a school environment in which all stakeholders have voice and agency in ensuring that diversity, equity and inclusion are honored and supported as measured by moving over 1 benchmark score category or moderate change (as defined by DESE as a gain of 4 to 6 scale score points) in areas as measured by the Engagement category in the VOCAL Survey

Implementation Strategies	Time	Who/What	Resources	Final Accomplishments
Strengthen community block by adding an MTSS component with a focus on executive functioning skills, targeted assemblies for handbook and expectations, recalibrating teacher and student assignments	August 2022-September 2022	<ul style="list-style-type: none"> -DHS Administrative Team -Community block director -Community block advisors -DHS Faculty -DHS Students 	<ul style="list-style-type: none"> -Community Block Planning Guide -School Surveys -Leadership Course -DHS Advisory Study Group 	
Increase connections with student organizations to ensure voice and feedback are being heard and events can be held.	August 2022-June 2023	<ul style="list-style-type: none"> -DHS Administrative Team -DHS Advisors -DHS Students & Organizations 	<ul style="list-style-type: none"> -feedback from students -cont'd student athlete implicit bias training -student led events and campaigns 	
Continue professional development in the area of diversity, equity and inclusion including a review of ADL Lesson Plans and practices for engaging in difficult conversations.	August 2022-June 2023	<ul style="list-style-type: none"> -DHS Administrative Team -DHS Faculty -District curriculum staff 	-DPS professional development work and texts	

Emphasize safe, positive and healthy shared environments (hallways, bathrooms, classrooms, cafeteria) with an emphasis on newly written student handbook rules, increased staff visibility and routines and engaging with students through the assembly block time.	August 2022-June 2023	DHS Leadership Team DHS Support Staff	-Scheduled administrative visits and supervision of transition times, restrooms and common areas -Reports from hall monitor and DPW	
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Goal #2: Coherent Curriculum, Instruction and Assessment- Danvers High School seeks to maintain multi-tiered systems of support that provide a foundation in executive functioning skills, core academic knowledge and access to resources that enable all students to achieve to their fullest potential and engagement as measured by moving over 1 benchmark score category or moderate change (as defined by DESE as a gain of 4 to 6 scale score points) in the instructional environment category and participation/engagement categories in the VOCAL Survey.

Implementation Strategies	Time	Who/What	Resources	Final Accomplishments
Deploy instructional technicians to support intervention work in STEM, Humanities and SEL areas including ELL students, students with attendance concerns and with foundational and/or credit gaps.	September 2022-June 2023	DHS Curriculum Director DHS Teacher Leaders	-MTSS support materials -DHS curriculum materials	
Strengthen community block by adding an MTSS component with a focus on executive functioning skills	September 2022-June 2023	DHS Administrative Team DHS Faculty DHS Community block director &	-DHS Advisory redesign resources -FOCUS block expectations -Teacher leader feedback	

		advisors DHS Teacher Leaders		
Create connections to recent alumni and community/career mentors.	September 2022-January 2023	DHS Administrative Team AP Teachers Guidance Dept.	-Exit interview information -Feedback from alumni & parents	
Establish a more focused culture around AP coursework including meetings and cross curricular expectations	September 2021-June 2022	DHS Curriculum Director DHS AP Teachers DHS Administration	-AP Scores and feedback	
Strengthen use of assessments including a more structured common formative assessment schedule and the full usage of mid terms and final exams	September 2022-June 2023	DHS Curriculum Director DHS Teacher Leaders	-HITT Trackers -Team Leader Meetings	

Goal #3: Safe and Supportive Learning Environments- Danvers High School seeks to provide an engaging and supportive learning environment in which all students have a sense of belonging with the goal of moving over 1 benchmark score category or moderate change (as defined by DESE as a gain of 4 to 6 scale score points) in the Safety category and Environment categories in the VOCAL Survey.

Implementation Strategies	Time	Who/What	Resources	Final Accomplishments
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Strengthen and adjust community block by adding executive functioning supports, regrouping student and teacher assignments and adjusting the schedule as needed.	August 2022-June 2023	DHS Administrative Team DHS Faculty DHS Community block director DHS Community block advisors	-Community Block Planning Guide -School Surveys -Leadership Course -DHS Advisory Study Group	
Expand number of students accessing Early College and AP Courses. Increase access to online course work to address individual student needs.	September 2022-June 2023	DHS Administrative Team DHS Curriculum Director DHS Guidance Department	-Collaborative partnership with North Shore Community College -student outcomes such as earned credits -APEX	
Implement a positive recognition program for students and faculty.	September 2022-June 2023	DHS Administration and faculty	-student and faculty submissions	
Continue to review and grow access to a variety of literature.	September 2022-June 2023	DHS Administrative Team DHS Librarian DHS School Council	-DHS Curriculum Information and support materials -ELA, Social Studies and Library materials	