

Strategic Plan: THEME 1 – Goals for SY 2016-17

Goal: Curriculum, instruction and assessment necessary to support 21st century learning and effectively meet the needs of all students are consistently used in all classrooms.

By June 2017, the evidence collected for each of the following strategic objectives will demonstrate that the teachers of the Danvers Public Schools are working toward providing curriculum, instruction, and assessments that support the 21st century learning necessary for our students.

Strategic Objective	Action	Evidence	Current Status
<p>1: The needs of all learners across the spectrum of abilities and backgrounds are consistently anticipated, planned for and addressed by all staff.</p>	<p>Through professional development, strategies for differentiation will be taught to and then implemented by teachers in order to address the needs for the range of learners in the classroom.</p>	<p><u>Elementary</u>: By June 2017, the district elementary math assessments (Gr 1-5) will show a reduction of 5% in the achievement gap between high needs and non-high needs students.</p> <p><u>HRMS</u>: By June 2017, 85% of HRMS teachers’ Student Learning Goals will show a reduction in the achievement gap between high needs and non-high needs students.</p> <p><u>DHS - Grade 10</u>: By June 2017, MCAS scores will show a reduction of 5% in the achievement gap between high needs and non-high needs students.</p> <p><u>DHS - Grade 11</u>: By June 2017, PSAT scores will show a reduction of 5% in the achievement gap between high needs and non-high needs students from grade 10 to grade 11.</p>	<ul style="list-style-type: none"> • In June 2016, 87% of teachers in the district demonstrated the use of an accessibility strategy in their instruction. • DHS: On average the achievement gap in ELA, Math and Science has closed an average of 4% points over the 2014-15 and 2015-16 school years. • Other baseline data for high needs and non-high needs groups will be collected in the fall of 2016.
<p>2: A rigorous, research-based, aligned curriculum that integrates real world applications is employed across the district.</p>	<p>Through collaboration in professional learning communities (PLCs), K-12 teachers will develop standards-based units that are aligned to Common Core standards and will include 21st Century learning skills (Communication, Collaboration, Critical Thinking, Creativity).</p>	<p>By June 2017, every teacher will collaborate with their PLC group to “design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes” (DESE Teacher Rubric). These units will require students to utilize 21st Century Learning Skills.</p>	<ul style="list-style-type: none"> • At the elementary and middle school level, teachers have developed three writing standards-based units for each writing type (Narrative, Opinion, and Information). The teachers used the <i>Units of Study in Argument, Information, and Narrative</i> as resources for the units. Additionally, the units included on-demand writing prompts to measure student progress from the beginning to the end of each unit.

			<ul style="list-style-type: none"> ● At HRMS, all ELA teachers integrated digital components in their units with all writing workshop assignments done in Google Classroom and Docs. Additionally, almost all writing assignments in discipline-specific courses were assigned and completed through Google Classroom and Docs. ● All DHS teachers worked to develop and refine their standards-based units. DHS teachers will continue this process during the summer professional learning workshops so that all curriculum maps are up-to-date for the Spring 2017 NEAS&C visit. ● During the two June 2016 optional professional development days, 61 teachers (K-12) worked on developing standards-based units.
3: Highly effective instruction using diverse and targeted strategies to address the learning needs of all students is in evidence in every classroom.	Teachers use instructional practices that incorporate formative assessment and direct feedback to students.	<p><u>Elementary:</u> By June 2017, 65% of all observed student conferences provide students with a transferable teaching point for their writing.</p> <p><u>Secondary:</u> By June 2017, 70% of teachers will implement assessment practices and tools that meet indicators I-C-3 Sharing Conclusions with Students and II-D-3 Access To Knowledge in the Massachusetts Model System for Educator Evaluation.</p>	<ul style="list-style-type: none"> ● During SY2015-16, 82% of teachers in the district demonstrated practices meeting one of the indicators: I-B-1, I-B-2, I-C-3, and II-D-3. ● Teachers focused on effective feedback during Writing Workshop (all elementary teachers, Gr 6-12 ELA teachers). ● HRMS faculty and some DHS faculty used Google Classroom, Forms and Docs to formatively assess student learning and provide immediate feedback to students.
4: A balanced system of assessments and related data is in use by all teachers to inform instructional decisions.	Teachers will develop student learning goals that use assessments and data to determine the growth of students.	<p><u>Elementary:</u> By June 2017, the district elementary math assessments (Gr 1-5) will show a reduction of 5% in the achievement gap between high needs and non-high needs students.</p> <p><u>HRMS:</u> By June 2017, 85% of HRMS teachers' Student Learning Goals will show a reduction in the achievement gap between high needs and non-high needs students.</p>	<ul style="list-style-type: none"> ● During the February Early Release session all district teachers analyzed data to determine mid-year progress towards student learning goals. ● During SY2015-16, all K-8 teachers worked through the goal setting and progress monitoring phases of the Using Data process through their work with school logic models. ● During the May Early Release and faculty meeting sessions, all district

		<p><u>DHS - Grade 10:</u> By June 2017, MCAS scores will show a reduction of 5% in the achievement gap between high needs and non-high needs students.</p> <p><u>DHS - Grade 11:</u> By June 2017, PSAT scores will show a reduction of 5% in the achievement gap between high needs and non-high needs students from grade 10 to grade 11.</p>	<p>teachers analyzed data to determine final progress towards their student learning goals.</p>
<p>5: Every teacher and all students effectively use technology tools in teaching and learning.</p>	<p>Teachers will utilize technology as a tool to aid students in demonstrating their use of critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (21st century learning skills).</p>	<p><u>Elementary:</u> By June 2017, 60% of all observed Math lessons will integrate technology to support student learning.</p> <p><u>Secondary:</u> By June 2017, 65% of teachers will “engage students in developing understanding through the infusion of technology” in their lessons (as noted during unannounced observations).</p>	<ul style="list-style-type: none"> ● During SY2015-16, 52% of teachers in the district engaged students in developing understanding through the infusion of technology. ● We completed the following steps in order to have teachers use technology to engage students in developing understanding: <ul style="list-style-type: none"> ○ HRMS Chromebooks initiative has 100% of students using Google Classroom and Google App Suite (Docs, Slides, Sheets) daily. ○ Jeff Liberman and the technology staff trained teachers in the use of Chromebooks and Google Apps at the elementary schools and high school. ○ Most elementary schools used technology (Chromebooks, iPads, Smartboards) within lessons involving writing workshop and mathematics. ○ DHS teachers prepared for the transition to a 1:1 environment by piloting the use of Chromebooks, Google Apps, and online resources.