

Strategic Plan: THEME 1 – Achievement SY2015-16

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 2016, the evidence collected for 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>1) K-12 teachers will apply Universal Design for Learning (UDL) principles and Skillful Teaching (ST) strategies in curriculum alignment to the Common Core and in developing well-structured lessons as part of their standards-based units.</p> <p>2) Interventions for struggling students (K-8) are planned for and delivered either inside the classroom (RTI Tier 1) or outside the classroom (RTI Tier 2).</p>	<p>1.) By June 2016, 85% of our teachers will demonstrate use of an accessibility strategy (UDL and/or Skillful Teacher strategies) in their instruction as noted during the unannounced observation process.</p> <p>2.) All K-8 schools transition to using a digital data wall for their school-led data process to identify and implement interventions for struggling students in mathematics and English language arts by the Middle of Year RTI meetings.</p>	<p>1.) During SY 2014-15, 73% of teachers used an accessibility strategy during lessons that were observed during unannounced observations.</p> <p>2.) The implementation of digital data walls will be documented by each school for their Middle of Year and End of Year RTI meetings.</p>
<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 that will include disciplinary writing and critical thinking/problem solving activities.</p>	<p>By June 2016, 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 include at least one disciplinary writing assignment and require students to use critical thinking or problem solving skills.</p>	<ul style="list-style-type: none"> ● At the elementary level, all teachers were involved in refining standards-based ELA/Reading units during SY 2014-15 during the district in-service and early release workshops. Standards-based writing units will be added to the Reading units during the summer professional development and early release workshops. ● At the middle school level, all teachers worked collaboratively in their grade-level discipline teams to develop at least one standards-based unit during the school year. ● At the high school level, teachers worked to develop engaging lessons to include in standards-based units.

<p>3: Highly effective instruction using diverse and targeted strategies to address the learning needs of all students is in evidence in every classroom.</p>	<p>Teachers use instructional practices that incorporate formative assessment and direct feedback to students.</p>	<p>By June 2016, 70% of teachers will demonstrate practices that meet indicators I-B-1 Variety of Assessment Methods, 1-B-2 Adjustments to Practice, 1-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 SY 2014-15, about 40% of the lessons observed during unannounced observations used a form of formative assessment.
<p>4: A balanced system of assessments and related data is in use by all teachers to inform instructional decisions.</p>	<p>Teachers will develop district-determined measures following the guidelines from the DESE as part of their standards-based units.</p>	<p>By June 2016, every teacher will collect and analyze student data for at least one district determined measure (DDM).</p>	<ul style="list-style-type: none"> • At the elementary level, teachers implemented and analyzed results from district-wide assessments including GRADE, DIBELs, trimester Math benchmark assessments, and trimester ELA benchmark assessments. Interventions for students were determined from the analysis of these assessments during RTI data meetings. In addition, many elementary teachers worked collaboratively to develop and use common formative and/or summative assessments to monitor student progress toward meeting their established student learning goals. • At the Holten-Richmond Middle School, all teachers worked collaboratively to develop and use common formative and/or summative assessments to monitor student progress toward meeting their established student learning goals. • At the high school, teachers worked to develop and use common formative and/or summative assessments to monitor student progress toward meeting their established student learning goals.
<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>By June 2016, 50% of teachers will “engage students in developing understanding through the infusion of technology” in lessons as noted during unannounced observations.</p>	<ul style="list-style-type: none"> • During SY 2014-15, 26% of the lessons observed during unannounced observations “engaged students in developing understanding through the infusion of technology.”

Strategic Plan: THEME II

Goal: Productive partnerships are established and sustained with families and the community to support the district's mission

*By June 2016, the percent of parents and staff reporting favorably on Theme II components will increase to at least 95%**

Strategic Objective	Action	Evidence	Current Status
<p>1: A welcoming, inclusive environment where diversity is appreciated, valued and celebrated is evident in all schools</p>	<p>1) Each school and district department will present at a monthly school committee meeting with the focus on Theme I- Academic Achievement.</p> <p>2) Feedback Survey for parent partnership events will be given to parents (based on model from Title I, student services and HRMS portfolios)</p> <p>3) Parent partnership opportunities with their child's academic achievement as the focus will be enhanced.</p>	<p>1) By June 2016, each school and district department will have presented at a school committee meeting.</p> <p>2) By June 2016, a final version of a parent feedback survey will be in place for use for future years.</p> <p>3) By June 2016, each school will evaluate the number of opportunities for parents to come into the school to view their student's academic work and make enhancements (e.g. use of technology and website).</p>	<ul style="list-style-type: none"> • From the 2013 Perspectives on the Schools Survey, parents and staff report a strong focus on Theme II (parents -93% and staff – 97%) • From the 2013 Perspectives on the Schools Survey, parents report feeling welcome at school (97% with 62% strongly agree and 35 % agree) • From the 2013 Perspectives on the Schools Survey, parents and staff report favorably that diversity is appreciated, valued and celebrated (83% of parents with 13% I don't know and 90% of staff) • From the 2014 Perspectives on the District Survey, respondents report a strong focus on Theme II – 89%

<p>2: Communication systems and strategies are skillfully used to establish trust and to cultivate parent and community understanding and support of the district's goals and practices.</p>	<p>1) Along with updated information and pictures on all websites, mobile applications and twitter/text updates will be investigated and piloted.</p> <p>2) DCAT partnership is enhanced with documentaries of yearlong focus (Kindergarten, Introduction to DHS, HRMS 1:1 implementation and DEEP grants).</p> <p>3) New DPS logo is integrated into all communications.</p> <p>4) Communication tools via technology will be streamlined and used as appropriate.</p>	<p>1) By June 2016, all websites will only have updated information and pictures and a decision about the use of mobile applications and twitter/text updates will be made.</p> <p>2) By June 2016, DCAT and DPS staff will have produced yearlong documentaries.</p> <p>3) By January 2016, the superintendent's office will have integrated the updated DHS logo to share a common message about the district's vision.</p> <p>4) By June 2016, parents will report favorably that information about DPS is readily available and accessible through technology (e.g. website, parent notification –email, phone, social media).</p>	<ul style="list-style-type: none"> • At the end of the 2013-2014, the district and all seven schools websites were totally revamped. • All websites are kept updated. • DCAT produced two documentaries during the 2014-2015 school year along with the taping of many school events. • At the end of the 2014-2015 school year, the district had 96% of parent emails (increase of 3% from 2013-2014)
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**Data is collected on the Perspectives on the Schools and District Surveys in years 1, 3 and 5 of the DPS Strategic Plan.*

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	Current Status
<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>	<ul style="list-style-type: none"> We have just undergone the first part of our second two-year cycle of evaluation. This continues to be a learning curve. Our goal is to provide all members of the DPS community with a clear understanding of how each rating was considered and awarded across the district. We strive to be consistent and will continue to work toward a goal of common understanding of the performance ratings and our obligation to educators for such.
<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</p>	<ul style="list-style-type: none"> Our professional development offerings for the past 3 years have focused on the new teacher evaluation system and developing common assessments. We continue to work toward refining these two initiatives. For the 2015-2016 academic year, our professional development will focus on writing across the curriculum at all levels, K-12. At the high school, we will work on refinement of our math department curriculum for maximum access by out sudents. <p>This is a new offering and will be evaluated in the spring of 2016.</p>

		<p>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 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.</p>	
<p>3: Teacher collaboration, teacher leadership and inclusive decision-making practices are cultivated and maintained.</p>	<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>	<ul style="list-style-type: none"> • We anticipate continuing with the successful structures and levels of accountability that are currently in place. • At this stage, staff members have signed up for subcommittees. The initial work will be done during the 15-16 academic year.
<p>4: District hiring policies and practices reinforce continuing employment of a well-qualified, highly effective staff.</p>	<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</p>	<p>We conduct s 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</p>	<ul style="list-style-type: none"> • We adhere to the district hiring policy as voted upon by the Danvers School Committee. While we try to be inclusive, certain difficult-to-fill positions necessitate quick hiring decisions. • Survey staff at the end of the 15-16 academic year to determine the efficacy of the information disseminated via newsletter.

	<p>information.</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>Elementary and Secondary Education, we will inform, advise and educate staff on new information as much as possible.</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>	<ul style="list-style-type: none"> • All of this will be complete by June of 2016. • In process as we begin the 15-16 academic year.
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Strategic Plan: THEME IV – MANAGEMENT AND OPERATIONS

Goal: District and school leaders effectively use all resources available to them to consistently and cohesively ensure a safe, efficient and effective learning environment.

Strategic Objective	Action	Evidence	Current Status
1: The district's staffing and organizational structures complement strategic plan priorities	1. Utilize staffing assessment to identify if additional staffing is needed to accomplish the district's strategic plan. .	1. Review of annual staffing report and organizational structure for efficiencies and alignment with strategic plan priorities.	<ul style="list-style-type: none"> • Reports were developed in FY15 but will need continuous review and updating to be utilized during budget process each fiscal year.
2: Communications systems between and among schools are effective	<p>1. On individual school's and the district website post annotated versions of annual logic models and school council goals including school improvement plans.</p> <p>2. Continue implementation of the district-wide calendar including staff training.</p> <p>3. Continue the incorporation of the district's vision and mission statements into all regular staff and school communications</p>	<p>1. Post the logic model, school council goals and school improvement plans on the individual school's and district websites. A history of logic model school improvement plans is maintained over the life of the strategic plan.</p> <p>2. Utilization of the district calendar by all parties becomes part of the district's culture.</p> <p>3. Awareness by all district personnel, students and parents of the district's mission and vision.</p>	<ul style="list-style-type: none"> • The FY15 logic model, school council goals and school improvement plans have been uploaded on the school websites. • The school calendar is currently utilized by all schools • The District's mission and vision is incorporated into announcements and other communications.
3: All school environments enhance student engagement and learning	1. Implement an enhanced lockdown procedure for all elementary schools, temporary staff and substitutes.	1. Enhanced lockdown information session completed for parents. Training sessions and drills for students and staff at the elementary school level are completed.	<ul style="list-style-type: none"> • Draft curriculum for enhanced lockdown has been developed for the elementary level and temporary staff

	<p>2. Coordinate with the schools and the DPW to provide the physical needs to support Themes 1, Achievement and Theme 3, Human Resources Management and Development.</p> <p>3. Implement changes in Food Services so that production is closer to service (batch cooking), along with upgraded quality of products at all elementary schools.</p> <p>4. Continue the implementation of library learning commons model at the elementary school level.</p>	<p>2. Continued coordination with DPW, faculty and curriculum department</p> <p>3. Food Service options (including menu variety) and upgraded product quality for all elementary school students and staff.</p> <p>4. Implementation of Phase I of library learning commons at Thorpe including the planned construction to expand the physical space available.</p>	<ul style="list-style-type: none"> • Ongoing communications and coordination continues • Plans have been developed for upgrading of the elementary food services program • Construction documents and drawings have been developed for Thorpe with the project going out to bid in early August.
<p>4: Stability is provided for budgeting and planning process and alternate sources of funding are expanded</p>	<p>1. Continue to foster community support for DEEP and work collaboratively with PACs on fundraising for elementary learning library commons model and DEEP teacher grants program.</p> <p>2. Maintain relationship with select athletic vendors for annual athletic facility rentals.</p>	<p>1. PAC funding of the construction for the Thorpe library learning commons and continued work with DEEP.</p> <p>2. Zero Gravity Basketball rental of Vye and Field House during fall and spring seasons as well as ongoing relationships with vendors we rent space from</p>	<ul style="list-style-type: none"> • Over \$50,000 has been raised to date for the expansion of the Thorpe library • We continue to maintain our ongoing relationship with select athletic vendors

<p>5: The district's technology resources adequately support student learning expectations and district requirements</p>	<p>1. To meet the District's vision of incorporating current technology that enhances student engagement and learning in all schools, during the 2015-16 academic year, a one to one program will be initiated. This program will start at HRMS this academic year and spread to other schools in following years. To support these dynamic learning environments the technology department will add 1/3 more bandwidth to our current Internet connection, upgrade switches and double the number of wireless access points at HRMS, provide extra professional development opportunities for faculty, and added on site technical support.</p> <p>2. To support the dynamic learning environments the district is moving towards the technology department will implement several changes during the 2015-16 academic year including the setting up of an active directory environment that will simplify faculty and students computer experiences; all domain name servers will be standardized to danvers.org addresses; and upgrades to elementary faculty and student computers will also take place for the start of the academic year.</p>	<p>1. The successful integration of 900 Chromebooks into the learning environment at HRMS.</p> <p>2. Single sign in logons for network and internet sites will be active for faculty and students, except for sites requiring secure logins to meet data privacy and protection laws.</p> <p>3. Upgraded hardware will be operational for the start of the academic year.</p>	<ul style="list-style-type: none"> • The financial lease to own for the Chromebooks has been executed and the order placed. • The new servers have for active directory have been installed and we're well on the way for full implementation
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