

FY15 District-wide Goals

Year Two of Strategic Plan

2013-2018

FINAL ACCOMPLISHMENTS

Presented below are the four themes with accompanying goals/objectives, actions and final accomplishments.

THEME I – Achievement

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.

Strategic Objective 1: The needs of all learners across the spectrum of abilities and backgrounds are consistently anticipated, planned for and addressed by all staff.

Action:

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.
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).

Final Accomplishments

UDL strategies were highlighted at the October and January District Data Leadership Team Meetings with a focus on using UDL principles as instructional strategies in the school logic models. The following were the instructional strategies aligned to the UDL guidelines that are documented in the individual school logic models (the numbers in parenthesis refer to the UDL guideline that the strategy matches):

Great Oak: Action - Teachers will provide students access to multiple means of representation (UDL Principle #1) of a nonfiction text to improve their comprehension.

- Teachers instructed students on closely reading informational text multiple times for a specific purposes. (2.3, 3.2)
- Teachers developed grade-appropriate annotation skills for active reading (i.e. “think marks”, highlighting, notes in margin). (2.2, 2.3)
- Teachers previewed grade appropriate and content-specific vocabulary. (2.1)
- Teachers taught strategies for context clues and identification of word parts. (2.1)
- Teachers modeled thinking aloud to understand a question and to create a response. (3.3)

Highlands: Action - Teachers will utilize UDL guidelines while planning for weekly instruction in close reading strategies.

- Teachers created common graphic organizers/checklists for students to utilize with complex text questions. (3.3,6.2)
- Using formative assessment, Highlands' teachers reviewed strengths and weaknesses in student responses and planned for re-teaching in a direct-instruction, small group model for students who demonstrate a less than proficient responses. (3.3, 8.4)

Riverside: Action - Teachers will develop an understanding of the principle #2 of UDL, Provide Multiple Means of Action and Expression, and apply UDL principles #1 and #2 to the design and implementation of lessons.

- Teachers structured lessons to foster independence using the gradual release of responsibility model. (5.3)
- Teachers provided differentiated feedback for solving multi-step mathematics problems and answering higher-level questions in ELA. (6.2)
- Teachers engaged and raised awareness among students and families in topics that affect engagement in learning. (8.3)

Smith: Action - Teachers will develop an understanding of the principle #2 of UDL, Provide Multiple Means of Action and Expression, and apply UDL principles #1 and #2 to the design and implementation of lessons.

- Teachers implemented tiered vocabulary instructional techniques (SEI strategies; word analysis; nonlinguistic representations) (2.1, 2.3)
- Teachers implemented close reading practices (previewing vocabulary; multiple exposures to text for different purposes; break down text to focus on goal; finding evidence from the text) (2.1, 2.3, 3.2)
- Staff implemented school-wide vocabulary initiatives – Word of the Week, Vocabulary Day. (2.1)

Thorpe: Action - Teachers will develop an understanding of the principle #2 of UDL, Provide Multiple Means of Action and Expression, and apply UDL principles #1 and #2 to the design and implementation of lessons.

- Teachers provided explicit instruction using exemplars for quality constructed responses (3.2, 5.3)
- Teachers modeled usage of a graphic organizer with gradual release (6.2, 8.2, 5.2)
- Teachers continued to have students develop close reading strategies for both fiction and informational texts in which all areas of Bloom's Taxonomy are incorporated. (1.1-2.15, 3.1)
- Teachers engaged students in peer feedback (reference exemplars) and self-reflection to deepen their constructed responses. (6.4, 8.4, 9.3)

HRMS: Action - Teachers will incorporate the MA Common Core literacy standards across disciplines to aid in the implementation of the guidelines and principles of Universal Design for Learning (UDL).

- Teachers modeled close reading strategy, e.g. 3-Read strategy. (Math - 2.1, 2.3, 3.2)

- Teachers supported the use of and gradual release of a problem-solving template. (Math - 5.3)
- Teachers provided opportunities for practicing problem solving strategies - open-ended problems and 3-Act problems (real-world problem solving). (Math – 3.4, 5.3)
- Teachers supported student identification and application of relevant evidence through the use of “three read” and “stop and think” strategies to monitor comprehension, guided practice and collaborative student discussion groups. (ELA – 2.3, 3.2, 3.3, 5.2, 5.3)
- Teachers supported analysis of evidence to formulate interpretation of a complex text through the use of “three read” and “stop and think” strategies to monitor comprehension, guided practice and collaborative student discussion groups. (ELA – 2.3, 3.2, 3.3, 5.2, 5.3)
- Teachers modeled the above strategies and provided feedback to students on how to improve. (ELA – 6.4, 8.4, 9.3)
- HRMS provided training in disciplinary literacy and providing feedback to students through Google Classroom in order to promote accessibility for all students. (August 26-28, November 4 and 5, 2014, January 16, 2015, and Early Release sessions 2014-15)
- At the elementary level, we streamlined the district and school RTI process for the Beginning-of-Year, Mid-Year and End-of-Year meetings by refining the amount and the type of student-learning data collected for the process. In addition, we also transitioned to using the Data Driven Dialogue protocol for analyzing data during the RTI process. The student data collection and analysis were refined based on feedback from classroom teachers. A consistent ranking process, similar to the process recommended by the Title I program, was created at the district-level and used for qualifying students at school-level meetings.
- At HRMS, the RTI student data collection and analysis process was piloted and used in data meetings along with feedback from teachers and guidance counselors.
- In creating lessons, DHS teachers used the third principle of UDL, which is to “provide multiple means of engagement.”
- Sixteen Danvers’ teachers participated and passed the DESE’s course on Sheltered English Immersion strategies for creating access for EL learners to classroom lessons.
- Special Educators were provided with professional development on data utilization and progress monitoring to set goals for IEPs.

Strategic Objective 2. A rigorous, research-based, aligned curriculum that integrates real world applications is employed across the district.

Actions: Through collaboration in professional learning communities (PLCs), K-12 teachers will develop standards-based units that are aligned to Common Core standards.

Final Accomplishments

- The district trained K-12 teachers in standards-based unit development using the Understanding by Design (UbD) process during the August 26-28, 2014, professional development workshops. The standards-based unit work continued during the district in-service days (November and January) and at many of the early release sessions. At the elementary level, teachers developed 42 standards-based reading units during the 2014-15 school year. At HRMS, teachers incorporated their disciplinary literacy work into standards-based units with each grade-level discipline team creating one

unit, for a total of 20 units, during this school year. The DHS teachers drilled down to the lesson-level of their standards-based units and created engaging lessons for students in support of their student learning goals.

- As part of the August 26-28th professional development, Math teachers at grades 5-8 watched and discussed the how to use 3-Act problems to engage students in real-world mathematics in their classroom. These problems were incorporated into lessons in their standards-based units and use to monitor progress on their student learning goals.

Strategic Objective 3. Highly effective instruction using diverse and targeted strategies to address the learning needs of all students is in evidence in every classroom.

Action: Teachers use instructional practices that effectively support implementation of the state content standards.

Final Accomplishment

- Each school targeted instructional strategies as a focus of their professional learning work as documented in the school logic models (see a list of instructional strategies in Strategic Objective 1).
- All district teachers participating in Skillful Teacher course implemented the research-based instructional techniques/strategies promoted in the course (21 teachers in the current course - 150 district teachers participated in Skillful Teacher to date).
- Elementary teachers deepened their understanding and practices in conducting reading workshop and reading conferences to capture and examine individual student reading data. In addition, teachers learned about the role of literature circles in the literacy block and discussed potential texts in grade-level teams (August 26-28 and November 4th professional development workshops).
- HRMS teachers implemented discipline-based literacy strategies, analyzed student work resulting from the instructional strategies, and refined their instructional strategies based on the results of analyses. (Sept 2014 – January 2015: Early Release and department meetings)
- DHS teachers developed engaging lessons focused on the instructional strategies in their student learning goals.

Strategic Objective 4: A balanced system of assessments and related data is in use by all teachers to inform instructional decisions.

Action: Teachers will develop district-determined measures following the guidelines from the DESE as part of their standards-based units.

Final Accomplishments

- Each elementary standards-based unit has a “curriculum embedded performance assessment” (CEPA) for students to complete as the culmination of the unit and to measure student attainment of the unit’s targeted standards.
- The elementary Math and ELA benchmark assessment were revised and refined in the late summer/early fall 2014 for use during the 2014-15 school year.
- HRMS teachers used end of unit assessments or performance tasks as an assessment of their standards-based units, as data source for their student learning goals, and as a district-determined measures.
- During the October 1st early release session, HRMS and DHS faculty met in vertical content groups to share targeted assessment practices for potential alignment in grades 6-12 for the 2014-15 school year.
- DHS teachers updated midterms and finals to reflect curricular changes. Content area teachers created performance assessments for the units developed during the August 26-28, 2014, professional development workshops. In addition, English teachers have developed new writing tasks to align with curricular changes.

Strategic Objective 5: Every teacher and all students effectively use technology tools in teaching and learning.

Action: Technology use will be integrated as needed to support student access to the curriculum and the alignment to the Common Core and Next Generation standards.

Final Accomplishments

- Teachers at various grade-levels engaged students in using close reading strategies with digital texts as well as using the Internet, research databases and digital text in the research process.
- Teachers at HRMS engaged in professional development in Google Apps, Classroom and Chromebooks. In turn, they then used the applications to expedite feedback and engage students in the writing process across the content areas.
- DHS teachers received training in August on various Google features, including Gmail, Drive, Docs, Sheets, Forms, Presentation, Calendar, and Groups. Some teachers have begun to use Google Classroom.
- Elementary teachers utilized Google Drive to house standards-based units and performance assessments. This work is the precursor to the curriculum work all teachers will do as the district transitions to housing curriculum digitally in Google Drive.

- PARCC assessments were administered online at Smith Elementary and Holten-Richmond Middle School. At HRMS, twenty-seven testing sessions took place over March and May with 880 students participating in the testing. The Smith School held 24 testing sessions over March and May with 160 students participating.

THEME II - Family and Community Engagement

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 1: A welcoming, inclusive environment where diversity is appreciated, valued and celebrated is evident in all schools.

Actions:

1. Each school and district department will present at a monthly school committee meeting.
2. Additional opportunities for parent partnership with their child's academic achievement will be researched.
3. Exit survey for parent partnership events will be developed and piloted.

Final Accomplishments

- Starting with the October School Committee meeting, all seven schools along with curriculum, technology, and student services presented through the May meeting. Each school had faculty and students present about a community partnership (e.g. bullying prevention, DCAT partnership, science fair, community service). In addition, school social workers presented on the special education summer program and on the subgroup of student services personnel involved in the mentoring program. In addition, a HRMS teacher and directors presented about the Chromebooks 1:1 initiative and a DHS teacher and student presented about a government conference.
- An administrator from each level, along with the student services director and superintendent, continued to research additional parent involvement opportunities focused on student achievement (e.g. home visits, grade 4/5 internet safety night, grade 5 content teaching and portfolios, open houses, handbooks, technology, rubrics). A list of current preK-12 opportunities is being developed to share with all schools. Examples include:
 - Prek-12 Fall Open House – invited parents to children's classrooms to inform, introduce, review and discuss all aspects of academic and social curriculum
 - Title I Open House – for all families to learn about ELA and MATH curriculum
 - K-5 District-Wide Family Math and Literacy Night

- Science Fair –preparing and displaying science projects
- Use of IEP process for progress check in throughout the school year
- Strong SEPAC partnership with district and school administrators
- Special Education Learning Centers have invited parents to the classrooms to see what their children are learning and how to support that learning at home
- School psychologists, social workers, the director and/or special education providers have instituted home visits as needed to increase the likelihood of parent involvement in the special education process and to assist parents in supporting their children at home.
- Weekly/Monthly Newsletters - provided to families informing of various events, activities and focus of study across all grade levels
- On-going collaboration and communication with families across all grade levels and communities – via ConnectEd, report cards, progress reports, website, school calendars, PowerSchool
- Elementary social workers conduct a variety of programs that involve parents/guardians and, at times, community members/businesses.
- Use of Google Drive to allow for real time feedback and web based access to student work (HRMS)
- HRMS Parent Teacher Conferences now utilize an online scheduling process in which parents can identify specific times to meet with teachers at their convenience
- HRMS Portfolio Day in June in which students lead parents through a review of key assignments, projects and assessments
- Career Day held for Grade 8 in which parents and community members speak to 8th graders about how academics translate into career interests.
- HRMS and DHS Academic awards night every year that is very well attended. Each discipline has a representative that gives the academic award for academic achievement in each course offered.
- DECA students compete at the State Career Development conference over a two-day period participating in multiple tests, role-plays, and presentations in areas of marketing, management, entrepreneurship, and finance. The large culmination and celebration of their hard work and success occurs at the Grand Awards Session. The Grand Awards Session invites parents and the community to celebrate the success of their students as they announce the students who have qualified for the International Career Development Conference. The success of DECA continued through the national competition in Orlando.
- DHS Scholarship Awards night - Students are awarded academic scholarships for post secondary education. Over 400 people attend the event ranging from students, staff, parents, and community members. Hundreds of thousands of scholarship funds are handed out to the students. This event brings a

community of stakeholders together to honor the students for their hard work and participation in academics and extracurricular activities.

- DHS graduation is the culminating event that is open to the public to celebrate the graduating class.
- A questionnaire has been developed to give to parents/guardians at special education annual review meetings to solicit information on parent/guardian understanding of the TEAM process. Additionally, HRMS has a portfolio day survey and the district is working with K12 Insights to develop a survey for all events that parents attend.

Strategic Objective 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.

Actions:

1. Websites are maintained with up to date information by school and district personnel.
2. DCAT partnership is expanded to include videos on welcome back, transitions and budget.
3. Updated packet about DPS is developed.
4. Communication tools (e.g. parent emails, Google calendar, ConnectEd) are kept updated and used regularly.

Final Accomplishments

- All websites are up to date and secretaries continue to receive guidance to keep all websites up to date and add new features.
- The district, DHS and HRMS provide updates through twitter.
- For September 2014, DCAT produced a video about the district's core values and in December 2014, DCAT videotaped various aspects of elementary, middle school, and high school (ex: kindergarten curriculum, ELA and MATH lessons, Library, Guidance, Social Work, New Teacher/Mentor Program, HRMS Chromebooks, DHS Tech Lab). This video was shown during the budget presentations. Additionally, DCAT ran afterschool media clubs at elementary schools and HRMS. All DCAT and school videos are available on both DCAT and DPS websites.
- A DHS senior, as part of his art studio class, updated the DPS communication materials. A draft of a new logo was presented at the May school committee meeting and over the summer, this logo will be integrated into all communication tools.
- All calendars are in Google and up to date, with more calendars being shared for better communication. Also, the database of parent emails was reviewed

in December and secretaries contacted those who did not provide an email at the beginning of the year.

- Student Services assures communication with all parents of special education students who reside in the District of upcoming SEPAC informational meetings via backpack flyers, emails and voicemails (use of ConnectEd). Parent/guardian provided emails and phone numbers are updated regularly.

THEME III - Human Resources Management and Development

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: District hiring policies and practices reinforce continuing employment of a well-qualified, highly effective staff.

Actions: Administrators will use meeting time to discuss, question and clarify expectations for hiring, mentoring, contractual obligations (such as sick, comp. and vacation time) and read all employee contracts. Current practices and procedures around hiring, retention and unsatisfactory performance will be evaluated and a procedural protocol/manual for administrators will be developed.

Final Accomplishments

- Each week a personnel update goes to Central Office Administration. It is hoped that in 15-16, this will go out to all members of the Administrative Council at the end of each week.
- Streamlined the process of requesting Family Medical Leave paperwork for teachers who are out longer than 5 days for any reason.
- Standardized the process of accepting and responding to requests for leaves of absence, responding to letters of retirement and resignation and non-renewal.
- DPS now has one email address for all personnel inquiries for the district: personnel@danvers.org.
- Weekly tracking of all licensure needs including updates, renewals, initial and professional licensure and inquiries to the Department of Elementary and Secondary Education on behalf of all personnel.
- Modification of pencil/paper handwritten “yellow cards” so that teachers can record their own credits. During the 2015-2016 academic year, we will work on tracking such through technology. This will take awhile as we need to backfill all handwritten information.

- Ongoing revision of Employee Handbook with a hopeful 3rd printing for September 2015.
- Use mail merge function for the upcoming year teacher and aide assignments.
- Schedule weekly meetings with Assistant Superintendent for Personnel to review all personnel movement, inquiries, licensure issues and FMLA and hiring/non-renewal issues that may arise.

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 1: The district's staffing and organizational structures complement strategic plan priorities.

Action:

1. Continue to develop assessments to identify if additional staffing is needed to accomplish the district's strategic plan, focusing on the Middle School and High School to support Student Services, Technology and the Elementary assessments completed in FY14.
2. Review current job descriptions of staff that may fall into a paraprofessional category for alignment to common core and the library learning commons initiative. to staff.

Final accomplishments:

- Staffing reports for each school were developed during Fall 2014. These reports were utilized during the FY16 budget development process
- Job descriptions have been reviewed and draft changes made. These were shared with the Administrative Council during the Spring 2015

Strategic Objective 2: Communications systems between and among schools are effective.

Actions:

1. On individual school's and the district website post annotated versions of annual logic models and school council goals including school improvement plans.
2. Continue implementation of the district-wide calendar including staff training.
3. Continue the incorporation of the district's vision and mission statements into all regular staff and school communications.

Final accomplishments:

- School Logic Models for K-8 are posted on all individual websites.
- The use of the District calendar is continually utilized by all schools, during the Fall 2014 the athletics calendar was integrated into the High School calendar. The calendar is being used for school year 2015-2016 planning.
- The Danvers Public Schools' Mission and Vision Statements were shared with all staff at the start of the 2014-15 school year. In addition, they were shared with families at Open Houses and at PAC meetings. Some schools have the Mission Statement displayed on bulletin boards, and it is included in many weekly communications to families and staff. In addition, some schools read the Mission Statement routinely as part of Opening Exercises each morning.

Strategic Objective 3: All school environments enhance student engagement and learning.

Action:

1. Implement an enhanced lockdown procedure for the Middle and High Schools.
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.
3. Implement changes in Food Services so that production is closer to service (batch cooking), along with upgraded quality of products at the Middle School.
4. Create a Food Services transition plan for all elementary schools.
5. Begin the implementation of library learning commons model at the elementary school level.

Final accomplishments:

- Enhanced Lockdown Information Sessions and Practice Drills for entire DPS staff conducted on November 6, 2014. Enhanced Lockdown Information Session completed for parents on the evening of November 12, 2014 in conjunction with school, local police and fire, and NEMLEC (Northeast Massachusetts Law Enforcement Council) members. Enhanced lockdown student Information Sessions for Middle and High School students completed November, 2014. Enhanced lockdown Practice Drills for both Middle and High School students completed November 2014. Unannounced drills will be complete during Spring 2015. Lockdowns were complete at all elementary school and planning for enhanced lockdown has begun for the elementary level.
- Changes and upgrades to Middle School food services department have been completed, including the introduction of the: taco bar, deli bar, yogurt parfait

and fresh pizza and calzones. Additionally investments have been made in the infrastructure to allow for production closer to service. Equipment has been replaced to allow for better flow of the cafeteria line during service.

- During the spring 2015, a transition plan was developed for the elementary schools in addition to expanding the breakfast program at the Middle School. A salad bar, Panini machine and professional signage will also be introduced at the Middle School. As of January 1st, we are now participating in a Department of Defense fresh produce program. An elementary food service focus group has been completed with 4th graders from all elementary schools.
- Implementation of Phase I of library learning commons has been completed at Smith with the movement of the computer lab to the location of the old science lab. In addition at Thorpe new furniture was purchased, iPads were introduced, patron computers updated and a smart board installed. A warrant article has been passed for expansion of the Thorpe Library during the 2015-2016 school year.

Strategic Objective 4: Stability is provided to the budgeting and planning process and alternate sources of funding are expanded.

Actions:

1. Implement multi-year budget plan based on the template developed in FY2014
2. Continue to foster community support for DEEP and work collaboratively on fundraising for elementary learning library commons model and DEEP teacher grants program.
3. Brainstorm, categorize and assess feasibility of additional alternative funding resources.

Final accomplishments:

- Multi year budget exhibits were completed during the FY16 budget process. Information was presented as part of the FY16 school committee budget hearing, as well as finance committee and the Town wide budget process
- Fundraising continues for the library learning commons across the district, including Thorpe PAC fundraising. In addition the district continually to look for external funding opportunities including grants for library learning commons across all 5 elementary schools and the middle school.
- The district has applied for and received grants for safety from the state and for the Fab Lab through Cell Signaling. We were also selected as a semifinalist for the Digital Connections Partnership Schools Grant. Grant research and applications will continue on an ongoing basis.

Strategic Objective 5: The district's technology resources adequately support student learning expectations and district requirements.

Action:

1. Phase 1 of wireless network installation at the Middle School.
2. Upgrading servers across the district
3. Upgrading current teacher computers at the Middle School
4. Computer lab move and upgrade at Smith School
5. Ready the High School and Middle School for PARCC online testing.
6. Increase the district's Internet bandwidth speed
7. Upgrade VOIP software for current and future installations including enhanced 911. Create district-wide VOIP extension scheme
8. Install VOIP system at Thorpe

Final accomplishments:

- Wireless coverage throughout middle school. Completed October 2014
- Robust network capacity at servers. Completed September 2014
- Smith School lab moved to new space with updated computers. Completed September 2014.
- District's Internet bandwidth increased from 50/10 MPS to 200/200 MPS. Completed October 2014.
- Enhanced 911 available at all schools with VOIP capacity. Completed September 2014.
- Installed VOIP telephone system at the Thorpe School. Completed September 2014.

DANVERS HIGH SCHOOL

FINAL ACCOMPLISHMENTS 14-15

The Danvers High School community, including staff, students and members of the school council, have accomplished the following to date:

- DECA – Meghan Symmes-Beaulieu
The DHS DECA business program had a phenomenal showing at the State Exhibition in March. Michael Plansky is a state DECA officer. Twenty seven students competed in the National Competition in Orlando FL this past April.
- Mock Trial – Kristina Aste-Mayer and Christopher Hopkins led a team of twelve students to the semi-final round of Mock Trial in its first competition.
- Dramafest – Kyla Moulton and Tracie Ewing
DHS Academy Theatre's Dramafest entry of "Tribes" went to the final round and ultimately won the State Championship of the Massachusetts Educational Theatre Guild.
- *Falconize* – Alex Grover
Danvers High School's award-winning a capella group, *Falconize*, competed in the National High School a cappella competition in New York City this past April, winning the third place title.
- Visual Arts – Leah Johnson and Lotte Calnek
Danvers had its first Boston Globe "Gold Key" award winners with senior Tristan Gilliss and junior Lauren Hawkins winning first and second place. Senior, Shelby Warren received an honorable mention.
- DHS Social Studies – Tom Sangermano
Mr. Sangermano was one of nine teachers in the state to be named to the Board of Educational Advisors to the Edward M. Kennedy Institute. He was presented with this honor in March, 2015.
- DHS Social Studies – Lisa Trask
Ms. Trask and two students participated in Student Government Day in April, 2015.
- DHS – Teacher Kristina Aste-Mayer was admitted to the highly competitive, prestigious *Bread Loaf Writing Program* for the summer of 2015.

- DHS Math teacher, Jeff Avigian was named one of 33 STEM teachers statewide as a *Partner in Excellence Teacher*. Mr. Avigian was chosen because of his students' significantly improved performance in AP tests. He was recognized at a State House ceremony on June 2, 2015.
- DHS Team Accolades –
 - DHS Football – 3 students named to NEC All Conference; 2 students named as NEX All Stars
 - Football Cheerleaders advanced to the Regionals
 - Field Hockey – NEC Champs
 - Boys Soccer – NEC Champs
 - Girls Soccer – 4 students named to NEC All conference team
 - Cross Country – 3 students named as NEC All Stars
 - Golf – Student reaches state finals
 - Volleyball – 3 students named to NEC All conference and All Stars
 - Boys Basketball - Division 2 State champions
 - Girls Hockey – NEC Champions
 - Swimming – Advanced to State Tournament
 - Girls Basketball -2 students named as NEC All Stars and Salem News All Stars
 - Gymnastics – Student named as Boston Herald and Boston Globe All Star – invited to Nationals
 - Wrestling – NEC Champions
 - Baseball – NEC Champions
 - Softball – Advanced to Tournament
 - Basketball Cheering – NEC 3rd Place; 3rd in Regionals and 5th out of 10 at States.
 - Indoor Track – NEC Sportsmanship Award

HOLTEN-RICHMOND MIDDLE SCHOOL

The Holten Richmond Middle School faculty has made significant progress toward our goals in the areas of curriculum and instruction (Goals 1,2,3). The faculty has focused specifically on the collection and analysis of data in order to improve instruction. Below are highlights of the professional work teachers and administrators have been engaged with:

- Shared ELA, Math and Science MCAS, as well as local data, and engaged in Data Driven Dialogue
- Refined learning goals in department based groups and crafted logic models in all departments
- Designed specific disciplinary literacy lessons and engaged in structured conversations to refine lessons and look at student work
- Integrated the use of Google Classroom and Chromebooks to expedite feedback and engage students in the writing process
- Continued use of common planning time to score and analyze common assessments
- Continued implementation of Word Generation Program across all curriculum areas
- Designed Standards Based Units in all subject areas, embedding disciplinary literacy practices, with common performance tasks and assessments
- The Literacy Leadership Team continues to demonstrate and model effective subject based literacy strategies and that match our literacy vision and needs
- In the area of establishing a healthy and positive school climate (Goal 4) HRMS has:
 - Took part in the DESE and Mass Department of Health Massachusetts Youth Health Survey
 - Held monthly Olweus meetings at the classroom, team and school wide level and presented action research projects during Portfolio Day
 - Consistently recognized positive student decision making through Hawks High Five
 - Included students in making the daily announcements
 - Added new after school opportunities such as Engineering Club, History Club, various book clubs
 - Held a month long focus on Bullying Prevention in October
 - Received and implemented a Student Assistance Program grant with Lahey Behavioral Health to bring in an adjustment counselor one day per week
 - Held a spirit week in April which included a unity luncheon and theme days

- Held multiple fundraisers to benefit the Red Cross, NE Animal Shelter, Progeria Research Foundation and Miles for Kyle (to benefit HRMS student Kyle O.)

**GREAT OAK ELEMENTARY
FINAL ACCOMPLISHMENTS
2014-2015**

In the fall, Great Oak's professional learning focused upon data analysis to develop its School Student Learning Goal - ***Students will demonstrate growth in comprehending informational text via a written response based on a set of criteria at each grade level.***

Goal #1 - Universal Design for Learning:

Final: Evidence of UDL exists throughout the school. Organizational strategies in the form of checklists, customized graphic organizers and rubrics assist all students to access learning. Technology enhances the interactions with learning. Compliments of our PAC, all classes, first through fifth, have SmartBoards or corresponding technology. Finally, active note templates and writing strategies learned from Landmark training are integrated throughout lesson plans and activities.

Goal #2 - Great Oak Website:

Final: Great Oak continues to enhance its website with teacher sites and current event information. Positive feedback reinforced the benefits of a weekly newsletter to parents directly accessible on the homepage, along with quick links to teacher websites. PAC and Calendar portions of the website reflect updated information on family/school events and cultural enrichment, although parents continue to adjust to the updated calendar format.

Goal #3 - Close Reading:

Final: All students have demonstrated growth in closely reading text. In addition to examining chapters from *Rigorous Reading*, each grade level team has considered various close reading resources, and has embedded close reading strategies in weekly lesson planning. Close reads have been thoughtfully chosen to relate to the themes/topic of the current unit being taught. Student work has been reviewed during common planning time to inform refinement of instruction. A collection of the various resources used by faculty is being shared with all teachers for summer reading.

HIGHLANDS ELEMENTARY
Final Accomplishments 2014-2015

School Council Goal #1

To develop an understanding of the second principle of UDL; Action and Expression (how students navigate a learning environment and express what they know).

To apply that principle, in addition to the first principle of Representation, in the development of lesson planning and implementation of classroom instruction.

Final: Highlands Staff has engaged in many professional dialogues about UDL Principle #2 and multiple resources have been distributed to teachers on specific strategies. There is increased evidence of the inclusion of those strategies within lesson planning. Teachers are able to report on why they chose a particular strategy, how that strategy impacted the student learning outcomes, and their student's increased ability to demonstrate proficiency with learning tasks.

While we have made much progress in our understanding of UDL, we will continue to focus on Principle 1 and 2 with a goal of increasing the inclusion of strategies in classroom instruction and planning.

School Council Goal #2

To improve the service delivery of special education students who need inclusion accommodation into the general education classroom.

Final: The self-assessment of inclusion practices was comprised of 25 questions that encompassed: IEP Development, Administrative Support for Inclusion, Collaborative Planning and Teaching Structures and Individual Student Supports. Staff were asked to rate each question on a scale of Initiating, Developing, Sustaining. Of the 25 questions, the most frequently identified as Developing, indicating a need for improvement were:

- Ongoing co-planning and co-teaching to clarify shared roles and responsibilities. The importance of strengthening communication between our regular education staff and special education staff will continue as a priority. Regular meeting times with a specific focus on student goals
- Ongoing professional development opportunities for staff regarding instructional practices.

- Paraprofessionals as skilled and responsible contributors to the classroom.
- This information was shared with Highlands' Staff and Dr. Mary Tatem, Director of Student Services, and will also be brought forward to Curriculum Directors so that all persons responsible for developing professional development activities are involved.

School Council Goal #3

Goal #3: To positively impact school culture at Highlands by:

- Strengthening the collaborative and collegial relationships amongst all staff at Highlands in order to sustain morale school-wide.
- Peer Observation can be one of the most effective practices for building a collaborative culture in schools. It provides a chance to see how other teachers teach, it is a means of building collegiality in a school, it can be a way of collecting information about teaching and learning and provides an opportunity to get feedback on one's teaching. With this in mind, Professional Practice Goals for all teachers at Highlands include peer observations beginning in February to take place during guided instruction in Close Reading for both Math and ELA. Teachers have determined that student engagement and effective teacher questioning will be the focus of observations and follow-up reflective conversations. A peer observation template designed by staff includes: Learning Objectives, Teacher Questions, Student Responses, and General Observations about strategies.

Final Accomplishment: Staff at Highlands have had an opportunity to reflect on the peer observation initiative. They have reported on much success as the observer and the person being observed. Multiple documents of observations have been reviewed and the feedback was both positive and also included recommendations for improvement in the delivery of close reading strategies. Significant emphasis was placed on questioning techniques, the modeling provided by the teacher and the ways in which students were asked to organize and record information. Feedback from staff was most focused on how to incorporate additional opportunities for observations during the school day. This will be considered in the coming year.

- Clearly communicating and consistently enforcing student behavioral expectations to all stakeholders.

Highlands began the year with ten staff members volunteering to participate in a committee that would research Positive Behavioral Interventions and Supports with a look toward implementation. The first meeting was held in October and follow-up meetings have been scheduled bi-weekly. On Wednesday January 28, four members

of our team were scheduled to travel to the MESPA Winter Conference for a full-day workshop with Dr. George Sugai on “Enhancing Academic and Social Outcomes for All”. Dr. Sugai is widely recognized as the lead researcher in PBIS and is founder and director of the Center for Behavioral Education and Research. (Conference rescheduled for February 26 to weather) Highlands’ staff and School Improvement Council Members have been provided updates on progress; parent representatives will join PBIS Committee Meetings in February.

Final Accomplishment: A series of monthly, and sometimes twice monthly meetings, with the committee, have culminated with a comprehensive plan of reinforcement of positive student expectations at Highlands. Included are rubrics that focus on Respect, Responsibility, and Safety in the learning environment. This information has been shared with the entire staff as the committee met and again as a final draft during the May Early Release Meeting. Additionally, our Highlands School Improvement Council has been kept informed and was asked to attend one meeting to provide their input and feedback. In early June, the plan will also be reviewed with all of our teacher assistants so as to gather their feedback. A Kick-Off celebration will be held in September with our students and plans are underway to include a video in that Kick-Off that will be filmed by DCAT.

- Engaging in frequent professional dialogue between principal and staff.

The first of three meetings were scheduled with individual staff and principal in October with two follow-up meetings in March and at end of the year.

Final Accomplishment: The final meeting with teachers will be held in mid-June as a review of teacher successes with students, and within their own professional development.

Riverside Elementary School Final Accomplishments 2014-2015

On April 14, 2015 School Advisory Council met to review the 2014-2015 School Improvement Plan. Each goal was reviewed. At the same time, the SAC created a DRAFT for the 2015-2016 School Improvement Plan. This will be presented at the August School Committee Meeting.

Goal 1 concentrates on the development and understanding of the second principle of Universal Design of Learning; action and expression. During Early Release time, Faculty Council, Administrative Meetings, and Common Planning Time, teachers continued to review student work, as well as, review the progress of their Professional and Student Learning Goals. Assessments and lesson plans were modified as needed, to support and further develop the PLG and SLG. Collaboration between teachers and all special educators was crucial during this time. During Data Day, teachers came together to review the school's Logic Model and various strategies implemented during the year. Where needed revision were made and then shared with all teachers once back at Riverside.

Goal 2 has a focus on providing more informational and welcoming opportunities of various events for families to attend. Through the new Danvers Website, Connect Ed messages, and the school's monthly newsletter, Rocket News, families continue to be informed of various events and happenings at the school. On March 9th, Title I held its annual Family and Literacy Night. The event was well attended and several Riverside students from grades K thru 5 participated in various activities and games related to ELA and MATH. DanversCARES presented a Tobacco Safe Informational Meeting to the Riverside PAC on March 17th. Parents were well informed of the new products being sold on the market and how to keep lines of communication open with their children.

Goal 3 is concentrating on a school-wide read of Wonder, by R.J. Palacio. The story supports the district's vision of inclusion, embracing differences, and diversity. At this point, all of the grades have finished reading the book. During the week of March 30th, Kim Silva, the school's social worker, visited each grade level. Conversations focused on topics of differences. These visits also focused on World Autism Day (April 2nd). Each classroom created a chain link. On each link children wrote how to be kind to others. The chain (300 links) is currently hanging in

the front lobby of the school. On April 10th, a Cultural Enrichment Program titled, Kids On The Block, came to Riverside. High School students from the Phoenix School performed various skits using life size puppets. Skits included children with hearing/visual impairment, autism, and a child in a wheelchair. Grades K thru 5 participated in this program. Mrs. Groberio, school's Art Teacher, is also preparing various art pieces that concentrate on the main character, Auggie. These pieces will be displayed during the school's Art Show, scheduled for May 14th. Overall, students at Riverside continue to better understand that "it's not what matters on the outside, but more what is on the inside."

The 2014-2015 school year has been a busy one. It has also allowed the Riverside community to unite together, work together, and grow together.

**Ivan G. Smith School
Final Accomplishments
2014 - 2015**

Smith Elementary School has been focused this year on our three School Improvement Goals (listed below) as well as our Student Learning Goal: *Through effective vocabulary instruction, students' comprehension will improve as demonstrated by 80% or better correct responses overall between pre- and post-grade level ELA and Math district benchmark tests.* The benchmark tests are just being administered and scored now, but each grade level team created multiple assessments in order to gather data on student outcomes as the year progressed. On the data we have collected so far, at least 80% of Smith School students, at every grade level, demonstrate proficiency on school-based assessments of vocabulary.

School Improvement Goals:

Goal #1 - Universal Design for Learning: *Smith School will continue to develop an understanding of the second principle of UDL: action and expression, and to apply those principles to the design and implementation of lessons. By June 2015, teachers will incorporate the second principles of UDL as evidenced by classroom instruction and student work.*

Final Accomplishment:

Smith School staff worked together to research Principal 2 of Universal Design for Learning, using the CAST website and a special presentation from Great Oak teacher, Christie Bresnahan. In addition, teachers worked together to implement strategies and analyze student work to determine which practices were most effective in their classrooms. Some of the most effective practices and strategies are listed below:

- executive functioning strategies: providing rubrics, checklists, organizational strategies
- Robust and explicit vocabulary development
- student self-regulation strategies
- Increase in appropriate assistive technology for special education students
- peer editing, critiquing, examination of exemplars
- gradual release of responsibility, think-alouds
- backwards-design lesson planning
- clear objectives and lesson purpose
- integrating writing across the curriculum
- project-based learning, variety of products used for assessment

Goal #2 - Literacy Instruction: *Smith School will continue to develop and refine rigorous literacy instruction accessible to all students, with a focus on increasing the achievement of students identified as high needs. By June 2015, the number of students with high needs who achieve proficient or above will increase by 5%.*

Final Accomplishment:

This goal aligned well with our student-learning goal as well and much of our common planning time and professional learning time was dedicated to researching rigorous literacy instruction, particularly in around vocabulary. While we are still planning on analyzing final benchmark tests, initial data does indicate that a gap continues to persist, but all of our students made gains in the area of vocabulary development and reading this year. Smith School teachers and specialists examined texts for Tier 2 vocabulary words, focusing closely on multiple meaning words and words that cross domains.

Goal #3 - Technology: Smith School will continue to improve technological access for all students as evidenced by classroom instruction, student work, and communication structures

Final Accomplishment:

Smith continues its ongoing focus on ongoing technological improvement. This year, the computer lab was updated with iMAC computers, a Smartboard and projector. This lab was not only used during Media Block, but also by classroom teachers during class time as well as professional learning time. Over the course of the year, all classrooms were equipped with projectors and thanks to donations from the PAC, all grade level classrooms and the Art room will be equipped with SmartBoards by the fall. Some teacher websites have been updated and linked to the new school website, and weekly Items of Interest and all PAC minutes were posted in a timely manner, but this is an area of continued growth for Smith. In accordance to IEPs, students in need of assistive technology have experienced greater access to curriculum and increased opportunities to show what they know. Finally, Smith School students in grades 3-5 piloted online PARRC tests in March and May.

**WILLIS E. THORPE ELEMENTARY
FINAL ACCOMPLISHMENTS 2014-2015**

Thorpe faculty and staff are committed to ensuring the success of all students, teaching and engaging a population reflective of a wide range of learning styles.

This school year we focused on developing a deeper understanding of the second principle of Universal Design for Learning, action and expression, specifically identifying and creating ways to apply these principles to the design and implementation of lessons. Actions and strategies included:

- Collecting baseline data from common assessments at each grade level from each trimester to measure student growth and progress.
- Providing students with the necessary resources, i.e., lesson objectives, models of the process, scaffolding the learning, and rubrics to set appropriate goals so that they know what the target goal is.
- Providing students with modeling and resources to monitor their progress through teacher, peer and self - monitoring feedback. Utilizing assessment checklists, and scoring rubrics.
- Teachers utilize professional learning time to look at student work as well as scoring rubrics to ensure rigorous expectations in regards to student responses on Open Response assessments to both fiction and non-fiction literature.
- Grade level teams met regularly to develop common assessments to measure student progress and then, used the results to determine specific areas to focus instruction.
- The scores from the T3 grade-level common assessments (administered in the spring) compared to the T1 assessments (administered in the fall) strongly indicate substantial growth in student performance on Open Response questions. Furthermore, the results demonstrate the successful achievement of Thorpe's Student Learning Goal for the 2014/2015, which was:

By June 2015, all Kindergarten through fifth grade students will increase their combined average score on Thorpe School ELA Open Response common assessment from Trimester 1 to Trimester 3 by 10%.

Results show an increase in student performance at every grade level to be substantially above the 10% goal at every grade level.

Thorpe's second area of focus was on utilizing multiple communication tools to cultivate parent and community understanding and support of the district's goals and practices.

- During the Fall Open House, Thorpe's principal used Smart Board technology in the school's library and demonstrated how to utilize the website as a valuable resource for information on a wide range of topics relevant to the school and the district.
- The *Community Bulletin Board* was established in the Main Lobby of the school containing relevant information about a variety of initiatives and programs taking place in the school, i.e. *Let's Buddy Up and Build Community*
- Continued partnership between Thorpe students (grades three to five), and DHS DECA students, who taught a *Financial Literacy* after school program, culminating in a simulation of *Reality Check* at the high school in November of 2014
- Grade level and student presentations at Family Meeting, with parents in attendance, demonstrating various learning experiences that take place in the classrooms, Kindergarten to Grade Five.
- Increasing the utilization of electronic communication to parents.
- A group of students from across all grade levels made a presentation at a School Committee meeting to provide the community with an opportunity to see the various activities they did with their "buddies" during *Let's Buddy Up and Build Community* - a school wide program created to promote across grade level friendships and a positive sense of community within Thorpe.
- Thorpe School was selected by the Danvers Garden Club to be the site of their annual Arbor Day Ceremony, which was held on May 1st in collaboration with the Garden Club and the town's Forestry Division. The celebration was well attended by town officials, and Thorpe parents. Members of the Fifth Grade Student Council read the *Arbor Day Proclamation* followed by the singing of *This Pretty Planet* by the fifth grade class. The program culminated with the traditional planting of a tree - this year, on the grassy island in the front of the school.
- A year ending meeting of grade-level buddies, established with the *Let's Buddy Up and Build Community* program, is being planned for Friday, June 26th. The meeting will provide an opportunity for the students to reflect on his or her shared experiences, and provide important feedback on ways to improve the program for the coming year.
- On May 7th, Thorpe's second graders performed in a Spanish Play at Danvers High School. This was the culmination of months of instruction to the second graders by senior DHS Spanish students. The auditorium was packed with proud parents.

The third area of focus was the implementation of Phase II of the transformation of Thorpe's School library into a 21st century Learning Commons.

- In collaboration with the town, formal architectural plans have been created with various options for renovating existing school space into a Learning Commons
- Fixed bookcases and shelving were removed in order to open up existing floor space in the library by the Department of Public Works
- Through donations, grants and money raised from various fund raising activities the following items have been purchased for the library for the benefit of Thorpe students:
 - Ten iPads
 - Ten Mobile Bookcases
 - Document Camera
 - Rug for the Reading Area
 - Various size pillows for comfortable reading spots
- A major fundraiser to raise additional monies for the project is underway and planned for this March, the musical production of *Honk*. Members of Thorpe's staff have voluntarily organized this project, and over 100 students are participating in the production as members of either the cast, stage crew or set design. The show was held on the evening of Wednesday, March 18th in the auditorium at Danvers High School, and it was a tremendous success. The performance was sold out and more than \$6,000 was raised on behalf of Thorpe's Library Expansion Program. Equally as important, the show provided students Kindergarten through Grade Five with a great sense of pride, accomplishment, and a true sense of community. The teachers, staff, students and parents of Thorpe joined together to work towards a shared goal, and the results were amazing!
- Thorpe's PAC has committed to contributing thousand of dollars to the Library Fund. That, coupled with recently approved town funding, will permit the construction of the Learning Commons to begin as soon as July of 2015. A project that demonstrates the commitment of both Thorpe families and the town to provide the best educational experience to all of its children.