

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 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	Final Accomplishments
<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-5 schools transition to using a digital data wall for their school-led data process for identifying and implementing interventions for struggling students in mathematics and English language arts by the Middle of Year RTI meetings.</p>	<ul style="list-style-type: none"> ● (1) In June 2016, 87% of teachers in the district demonstrated the use of an accessibility strategy in their instruction. ● (1) K-8 teachers focused on UDL principles 5.2, 5.3, 6.1, 6.2, and 6.4 while implementing Writing Workshop and the Standards of Mathematics Practice (Grades 5-8). ● (2) During the middle of the year data meetings, principals used digital data walls to help analyze student progress in reading. ● (2) In March 2016, the Elementary Reading Specialist were trained in the use of digital data walls.
<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 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, student progress was measured by an on-demand prompt administered at the beginning and end of each unit. ● 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

			<p>courses were assigned and completed through Google Classroom and Docs.</p> <ul style="list-style-type: none"> 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.
<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, I-B-2 Adjustments to Practice, 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"> At mid-year, 82% of teachers in the district demonstrated practices meeting 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.
<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"> During the February Early Release session all district teachers analyzed data to determine mid-year progress towards student learning goals. All K-8 teachers worked through the goal setting and progress monitoring phases of the Using Data process. During the May Early Release and faculty meeting sessions, all district teachers analyzed data to determine final progress towards their 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</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"> At mid-year, 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

	digital tools and resources (21 st century learning skills).		technology to engage students in developing understanding: <ul style="list-style-type: none">o HRMS Chromebooks initiative has 100% of students using Google Classroom and Google App Suite (Docs, Slides, Sheets) daily.o Jeff Liberman and the technology staff trained teachers in the use of Chromebooks and Google Apps at the elementary schools and high school.o Most elementary schools used technology (Chromebooks, iPads, Smartboards) within lessons involving writing workshop and mathematics.o DHS teachers prepared for the transition to a 1:1 environment by piloting the use of Chromebooks, Google Apps, and online resources.
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