

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	Final Accomplishments
<p>I: 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"> At year end, 70% of teachers in the district demonstrated the use of an accessibility strategy in their instruction during unannounced observations. Through the secondary 1:1 Chromebook initiative, digital apps and tools were incorporated into lessons in order to support and engage the range of learners in the general curriculum, K-12. <p>Elementary Achievement Data: <i>Note: The MCAS data will not be available until September of 2017.</i></p> <ul style="list-style-type: none"> PARCC ELA average (gr. 3-5) achievement gap is 25% between High Needs and all students. PARCC Math average (gr. 3-5) achievement gap is 23% between High Needs and all students. <p>HRMS SLG Data: <i>Note: This data is still being collected and analyzed but should be ready to report by Monday, June 12th.</i> Teachers are reporting their SLG data for High Needs and Non High Needs students. HRMS administrators developed a schoolwide spreadsheet to collect and analyze this disaggregate data.</p> <p>DHS Baseline MCAS Data Fall 2016: <i>Note: This data will not be available until August of 2017.</i></p> <ul style="list-style-type: none"> MCAS ELA achievement gap is 13% between High Needs and Non High Needs students..

<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"> • MCAS Math achievement gap is 40% between High Needs and Non High Needs students. • Elementary teachers implemented standards-based curriculum units in the Writing Units of Study and the Investigations Mathematics programs. Elementary teachers are implemented and refined Reading standards-based curriculum units that integrated the content areas of Social Studies and Science (informational texts). • At HRMS, teachers incorporated critical thinking and digital tools into their curriculum units. • In preparation for the March 2017 NEAS&C visit, all DHS teachers refined their standards-based curriculum units in UbD format.
<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><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"> • Through formal and informal observations of writing mini-lessons, administrators documented that over 75% of mini-lessons did not exceed 10 minutes and followed the appropriate format. • Principals and Elementary Director noted that most observed student conferences provided students with a transferable teaching point for their writing, utilizing the checklists from Writing Pathways. • At year end, 77% of teachers implemented assessment practices and tools that met indicators I-C-3 Sharing Conclusions with Students and II-D-3 Access To Knowledge. • DPS teachers used Google Classroom, Forms and Docs to formatively assess student learning and provide immediate feedback

			<p>to students. (<i>monthly average use: Google Classroom 2042 students and 202 teachers, Google Docs 2316 students and 340 teachers</i>)</p> <ul style="list-style-type: none"> • Additionally, many secondary teachers are using digital apps like Actively Learn, PearDeck, Explain Everything, etc., to provide scaffolds for students to access complex text and concepts. The apps also assist teachers in providing 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 student learning goals that use assessments and data to determine the growth of students.</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"> • Through formal and informal observations of math lessons, administrators documented that over 75% of all observed math lessons integrated technology to support student learning. • During the May Early Release session, the district teachers analyzed student data to determine year end progress towards student learning goals by responding to the <u>DPS Goals Reflection Form</u> <p>Elementary Achievement Data: <i>Note: The MCAS data will not be available until September of 2017.</i></p> <ul style="list-style-type: none"> • PARCC ELA average (gr. 3-5) achievement gap is 25% between High Needs and all students. • PARCC Math average (gr. 3-5) achievement gap is 23% between High Needs and all students. <p>HRMS SLG Data: <i>Note: This data is still being collected and analyzed but should be ready to report by Monday, June 12th.</i> Teachers are reporting their SLG data for High Needs and Non High Needs students. HRMS administrators developed a schoolwide spreadsheet to</p>

			<p>collect and analyze this disaggregate data.</p> <p>DHS Baseline Data Fall 2016: <i>Note: This data will not be available until August of 2017.</i></p> <ul style="list-style-type: none"> • MCAS ELA achievement gap is 13% between High Needs and Non High Needs students.. • MCAS Math achievement gap is 40% between High Needs and Non High Needs students.
<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"> • All classrooms (K-5) have the technology needed to utilize the Investigations Math teacher presentations, lesson resources and mathematical simulations available on Pearson Realize. • At year end, 63% of teachers in the district (as noted during unannounced observations) engaged students in developing student understanding through the infusion of technology (21st century learning skills). As compared to 85% of teachers using technology to present lesson information (as noted during unannounced observations). • The 1:1 Chromebook initiative is fully implemented at HRMS and DHS. Teachers and students are using Google Apps (Classroom, Docs, Sheets, Slides, and Forms) as well as other digital apps.

Strategic Plan: THEME II

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

By June 2018, the percent of parents and staff reporting favorably on Theme II components will consistently remain within the range of 88% to 93%.

Strategic Objective	Action	Evidence	Final Accomplishments
<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 and Perspectives on the Schools/District feedback.</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, Grade 8 Parent Exit Survey, Riverside Science Fair Survey)</p> <p>3) Parent partnership opportunities with their child's academic achievement as the focus will continue to be enhanced.</p>	<p>1) By June 2017, each school and district department will have presented at a school committee meeting.</p> <p>2) By June 2017, each principal will conduct at least one parent partnership event feedback survey (e.g science fair, open house, exiting grade level).</p> <p>3) By June 2017, principals will closely collaborate with teachers to enhance parent partnerships as it relates to curriculum (e.g. parents sharing their career/interest).</p>	<ul style="list-style-type: none"> ● All elementary schools, HRMS, DHS, Technology, and Student Services presented Danvers PRIDE during School Committee meetings throughout the school year ● Elementary Schools conducted surveys (science fair, spring open house, art show, literacy) ● HRMS will conduct its annual 8th grade parent exit survey ● Student services has conducted parent surveys throughout the spring ● Annual career day held at HRMS, which hosted 15 guest speaker forums for students to attend ● DHS hosted its annual Career Fair, with parent and community volunteers. ● SEPAC hosted its annual Parent Resource Fair

<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 consistently updated information and pictures on all websites, the mobile app and twitter/text updates will be used consistently.</p> <p>2) Communication tools used as appropriate based on the Perspective on the Schools/District Feedback and the use of technology (e.g. curriculum and student achievement)..</p>	<p>1) By June 2017, all websites will only have updated information and pictures and the use of the DPS mobile app along with twitter/text updates will be kept updated for parents and the community.</p> <p>2) By June 2018, parents will report favorably that information about DPS is readily available and accessible through technology (e.g. mobile app., website, parent notification email, phone, social media).</p>	<ul style="list-style-type: none"> ● Websites for all schools are updated and current. ● 5th to 6th Grade Transition and Parent Feedback Process completed via Google Forms ● All school surveys done electronically
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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	Final Accomplishments
<p>1: Performance expectations are clearly communicated through consistent and systematic implementation of the new educator evaluation system.</p>	<p>During the 2016-2017 academic year, members of the administrative council will all take a 15 hour course presented by Research for Better Teaching, titled: Skillful Leader III: Taking Action to Improve Ineffective Instruction</p>	<p>Administrative evaluators will more effectively promote positive teaching while becoming skilled at using a common language when needing to have difficult conversations with teachers who are in need of performance improvement.</p>	<ul style="list-style-type: none"> ● Research for Better Teaching is currently being offered to 18 teachers new to the district. ● All 20 DPS administrators have completed the 24 hour course: Skillful Leader III: Taking Action to Improve Ineffective Instruction
<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 has continued to look at the needs of the district in terms of a holistic plan for professional development. Additionally, the curriculum directors have implemented a more organic approach – ensuring that our teachers individual, departmental and school-based needs are addressed.</p> <p>The professional development calendar for the 16-17 school year will be published in September so that PD time is maximized and focused on continual professional growth. All offerings are student-centered, with the goal of improving the delivery of content to our students.</p> <p>New teachers will be acclimated to our teacher evaluation program during the teacher orientation process and during a seminar at our annual (and successful) teacher induction program – Off to a Great Start (OTAGS).</p> <p>We will continue provide our teacher aide staff with an orientation and follow-up training throughout the school year.</p>	<p>The calendar is offered to teachers at the beginning of the school year, so teachers can see “at a glance” the progression of our professional development offerings.</p> <p>Our teacher mentoring program will continue to offer support to new teachers, with the goal of 100% teacher retention after the first year of employment.</p> <p>An orientation will again offered in September, 2016 for our newly hired paraprofessional staff. This orientation will include the basics of employment (insurances, credit union, work expectations in terms of hours and responsibilities and evaluation methods)</p> <p>Seminars/orientations 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</p>	<ul style="list-style-type: none"> ● The professional development is specific to each grade level and tailored to each content area. The PD calendar was published at the beginning of the year. Prior to each PD day, a detailed agenda is distributed. ● OTAGS is now run by 3 teachers -- one from each level (elementary/middle/high school). ● Paraprofessional seminar was offered for all new staff during the 2016-2017 academic year. Paraprofessional staff has also been offered additional training to date through the Student Services department.

		work for maximum student achievement etc. We will model this after our highly effective OTAGS seminars for professional staff.	
3: Teacher collaboration, teacher leadership and inclusive decision-making practices are cultivated and maintained.	<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 a large portion of the professional development time allotted during the 2016-2017 academic year to finish the self-study as required by the New England Association of Schools and Colleges (NEASC) for our decennial accreditation visit, scheduled to take place in March, 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 have been formed for each strand of the NEASC evaluation process. Each subcommittee consist of teachers, administrators, students and – where applicable-parents and community members. At this point (summer, 2016) subcommittee members are in the process of writing the self-study report for each of the 7 strands of the evaluation.</p>	<ul style="list-style-type: none"> • We anticipate continuing with the successful structures and levels of accountability that are currently in place. • Danvers High School self-study is complete. The successful report has been made public to the community.
4: District hiring policies and practices reinforce continuing employment of a well-qualified, highly effective staff.	<p>The Administrative Council, following protocol led by Central Office, ensures that our teaching, support and administrative staff and to the extent possible, 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 information.</p>	<p>We conduct monthly licensure checks to ensure that professional staff licensure is up to date. 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 Elementary and Secondary Education, we will inform, advise and educate staff on new information as much as</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. • Consideration of the employee handbook upgrade is ongoing and will be made available electronically. The quarterly newsletter has not yet begun for this school year. This will be a project for FY 18.

	<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>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"> • We have completed transferring these records to an electronic (and secure) database. • In process.
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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	Final Accomplishments
<p>1: The district’s staffing and organizational structures complement strategic plan priorities</p>	<p>1. Utilize staffing assessment to identify if additional staffing is needed to accomplish the district’s strategic plan.</p>	<p>1. Review of annual staffing report and organizational structure for efficiencies and alignment with strategic plan priorities. Continuous review of changes and enhancements completed including full time Computer Paraprofessionals at all schools</p>	<p>1. Candidates for the computer paraprofessional at and Riverside Thorpe have been hired and all elementary schools now have full time Computer paraprofessionals.</p>
<p>2: Communications systems between and among schools are effective</p>	<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. Install and configure a new Voice over IP phone system at the Great Oak School.</p> <p>3. Continue implementation of the district-wide calendar including staff training.</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. Phone system installed and operational by the start of the 2016-2017 school year</p> <p>3. Utilization of the district calendar by all parties becomes part of the district’s culture.</p>	<p>1. Logic models, school council goals and school improvement plans from the 2016-2017 school year have been posted to all school websites.</p> <p>2. The new VOIP phone system at Great Oak has been installed and is operational. Highlands VOIP system is being installed at the end of the school year.</p> <p>3. District calendar is utilized by all schools.</p>

<p>2. Communication - continued.</p>	<p>4. Continue the incorporation of the district's vision and mission statements into all regular staff and school communications</p> <p>5. Increase collaboration and efficiency with the introduction of electronic storage of documents</p> <p>6. Increased efficiency for mandatory annual trainings in conjunction with themes II and III.</p>	<p>4. Awareness by all district personnel, students and parents of the district's mission and vision.</p> <p>5. Training complete and implementation begun of ET File Officescope product. Departments included in phase I implementation are Personnel, Payroll and Special Education</p> <p>6. Development of videos for annual mandatory training requirements for civil rights and special education.</p>	<p>4. The mission statement is utilized at various events by all schools throughout the school year. It is read each morning during Morning Announcements and included in weekly communications to families and staff. Great Oak studied the five components of the mission statement as a whole school. At the May S.C. meeting, Great Oak shared a video capturing the mission statement in action across the school and student interpretations.</p> <p>5. Training of the ET File system has been completed. Personnel files and Special Education files have been scanned into the system. Files will continue to be scanned throughout the Spring.</p> <p>6. Training documents have been developed, implemented and completed by all staff.</p>
<p>3; All school environments enhance student engagement and learning</p>	<p>1. Continue review and enhancement of all safety procedures at all levels.</p>	<p>1. Annual review and fine tuning of plans. Completion of drills. Implementation of "go kits" containing emergency supplies for all classrooms at age appropriate levels.</p>	<p>1. Drills were completed at all schools. Planning has been completed and items ordered for "go kits". Every classroom will have a kit to start the 2017-2018 school year</p>

	<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. Food Services contributes to a whole school environment that models, supports and encourages lifelong healthy nutrition habits. All areas for meal preparation and service meet strict cleanliness guidelines and are inviting attractive places to work and eat.</p> <p>4. Progression of Smith Building Project</p>	<p>2. Continued coordination with DPW, faculty and curriculum department</p> <p>3. Provide training for staff by qualified professionals to assist in meeting stated goals. Assess the cafeteria environment and identify areas for improvement and initiate changes as appropriate, and maximize the use of "whole foods"(compared to highly processed food) in meal preparation.</p> <p>4. Continue in modules in the MSBA design process and formation and meeting of School Building Committee.</p>	<p>2. Continued coordination has been ongoing with DPW to facilitate all summer projects to facilitate curricular needs for the start of the school year. Mid year installation of interactive whiteboards in all kindergarten classrooms across the District</p> <p>3. Completed staff training at the Euro Stove Culinary Center. with a focus on the use of fresh ingredients combined with a variety of production techniques to make a number of entrees, sides and desserts.</p> <p>4. Enrollment certification has been completed, project has been invited into the feasibility study phase and owner project manager (OPM) selection has been completed.</p>
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<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>	<p>1. The Thorpe PAC has funded furniture and technology items for the Learning Commons, which opened in October 2016. Acceptance and investment of Morse Family donation to DEEP to further enhance Endowment Fund and funding opportunities to the DPS and PAC's. The Great Oak PAC achieved its \$35,000. playground campaign goal and is working with the Town for an August 2017 playground installation.</p> <p>2. Dates have been booked for facility rental to Zero Gravity. Additional revenue opportunities have been explored with ProCamps Worldwide including hosting Julian Edelman football camp in July and potential additional camps involving pro athletes in the summer.</p>
<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 2016-17 academic year, a one to one program will be initiated. This program which was started at HRMS during AY 2015-16 and expand to DHS in AY 2016-17 and then to other schools in following years.</p> <p>2. To support these dynamic</p>	<p>1. By September 16th Chromebooks will be distributed to all students and faculty at both HRMS and DHS.</p> <p>2. By August 15th additional wireless access points will be</p>	<p>1. Chromebooks have been in use by students and faculty at the middle and high school from the opening of school in September.</p> <p>Additionally each elementary school now has 2 Chromebook carts available to all grades. Chromebooks are now in use widely across the schools in grades 1-5.</p> <p>2. Additional wireless access points have been installed and configured prior</p>

	<p>learning environments the technology department will add ½ more bandwidth to our current Internet connection, upgrade switches and double the number of wireless access points at DHS, provide extra professional development opportunities for faculty, and added on site student technical support.</p> <p>3. To support learning environments the technology department will implement several changes during the 2016-17 academic year including expanding single sign on to more district wide web based programs and adding laptop cart that will be available to elementary students.</p>	<p>deployed at DHS and internet speeds across the district will be on a primary 300mb / 300mb connection with a secondary 200mb / 200mb connection.</p> <p>3. By September 8th single sign on will be expanded to Alexandria.</p> <p>Additional Chromebook carts will be added at the elementary level.</p>	<p>to the start of school. Internet bandwidth have been increased to 300/300 Mbps and 400/400 Mbps to support over 2,500 devices using cloud based services.</p> <p>3. Alexandria have been added to single sign on.</p> <p>Each elementary school now has 60 Chromebooks available for student use.</p>
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