

Strategic Plan: THEME 1 – Goals for SY 2017-2018

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 2018, 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>Teachers will develop well-structured and highly engaging lessons with challenging, measurable objectives, appropriate student engagement strategies, technologies, and student groupings to attend to every student’s needs.</p>	<p>All teachers will document and submit lesson plans that highlights challenging, measurable objectives and appropriate student engagement strategies, technologies, and grouping to attend to every student’s needs. This lesson planning will take place and be collected during structured professional learning time.</p> <p>Student achievement on the MCAS Constructed Response items in Math and ELA will increase by 5% for all students (both high needs and non-high needs) from Spring 2017 to Spring 2018.</p> <p><i>The lesson planning will also impact the following School Improvement Goals:</i></p> <p>Elementary: By March 2018, 75% of all students (pre-kindergarten through fifth grade) will write on or above grade level, in two genres of writing, as measured by the post on-demand writing assessments.</p> <p>Middle School: HRMS will continue to work toward a rigorous curriculum for all learners with a focus on increasing the achievement of those students with high needs status (students with disabilities, low income students, and ELL students). By June 2018, 75% of HRMS students with high-needs status and 75% of students without high-needs status will meet teachers’ Student Learning Goals.</p> <p>High School: Danvers High School will successfully develop and implement coordinated units around the Writing Workshop model to align with ELA scope</p>	<p>All: Each school sent a team of teacher leaders and the principal to be trained in the <i>Coaching High Impact Teacher Teams</i> professional learning / FAR Cycle work on the following dates: October 17, November 9, and November 28, 2017. The school teams continued to implement the FAR cycle with their faculty through the rest of the school year.</p> <p>The final workshop for the school year will be held on June 14, 2018, to refine the FAR cycle process and make plans for the next school year.</p> <p>All: MCAS, SAT, and AP scores will not be available for reporting until the fall of 2018. The results will be presented at the October or November 2018 School Committee meeting.</p> <p>Elementary:</p> <ul style="list-style-type: none"> ● Professional learning was held for writing objectives in August. All teachers submitted a lesson plan that highlighted challenging, measurable objectives and appropriate student engagement strategies, and grouping to attend to every student’s needs. ● At the October Professional Development Day, teachers engaged in collaborative unit planning for Reading Workshop. ● At the January 3rd early release session, teachers read the “Welcome to the Unit” overview for their fourth writing unit and planned for the implementation using the lesson planning template. ● At the April early release, elementary teachers engaged in continued learning about the newly adopted word study

and sequence and coordinate with the K-8 Writing Team to ensure strong vertical alignment in its writing programs across the curriculum.

programs. Teachers collaboratively planned for instruction with both Foundations and Words Their Way.

- School-based FAR Cycle work requires teachers to reflect on their lessons through setting clear learning targets, defining criteria for success, infusing formative assessments, analyzing formative assessments to determine what student interventions or extensions are needed. Please see each individual school's Final Accomplishments for examples of this work.
- Teachers administered and collaboratively scored two sets of on-demand writing assessments. After two sets of on-demands, 57% of students are writing on or above grade level in one genre of writing.

Middle:

- All teachers collected data throughout the year on students with high needs versus students without high needs to measure their progress towards their student learning goals.
- All teachers participated in a training on writing and communicating clear objectives for student learning during the October in-service day.
- All teachers participated in a training to infuse formative assessments into their curriculum during the January in-service day.
- At the March early release, teachers studied the characteristics of effective feedback as one possible response to formative assessment results. Teachers made adjustments to their practice in delivering feedback to students and reflected upon the efficacy to these changes at the April early release.

High:

			<ul style="list-style-type: none"> Professional learning was held for project based learning during August professional development days. The 2017-2018 in-service days were spent learning about writing and implementing mastery course, unit and lesson objectives. Currently, the professional learning is shifting to infuse formative assessments aligned with these objectives. All teachers participated in a training to infuse formative assessments into their curriculum during the January in-service day.
2: A rigorous, research-based, aligned curriculum that integrates real world - applications is employed across the district.	Teachers will design integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards.	<p>Each course will add to or refine one standards-based unit in the DPS curriculum portal. These units will include <i>“measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula.” (DESE Teacher Rubric)</i></p> <p><i>The standards-based unit planning will also impact the School Improvement Goals detailed in Strategic Objective #1.</i></p>	<p>Curriculum Mapping is ongoing as we work on parts of standards-based units via FAR Cycle work.</p> <p>Additionally, the district provided professional learning for the adopted standards-based curriculum programs:</p> <ul style="list-style-type: none"> Elementary Math - Investigations Elementary- Foundations and Words Their Way K-12 Writing Workshop - Units of Study Middle School Science - IQWST High School - PLTW
3: Highly effective instruction using diverse and targeted strategies to address the learning needs of all students is in evidence in every classroom.	Teachers will develop well-structured and highly engaging lessons with challenging, measurable objectives, appropriate student engagement strategies, technologies, and student groupings to attend to every student’s needs.	<p>All teachers will document and submit at least one lesson plan that highlights challenging, measurable objectives and appropriate student engagement strategies, technologies, and grouping to attend to every student’s needs. This lesson planning will take place and be collected during structured professional learning time.</p> <p><i>The lesson planning will also impact the School Improvement Goals detailed in Strategic Objective #1.</i></p>	<p><i>See Elementary, Middle, and High School accomplishments in Goal #1.</i></p> <p>In mathematics (Grades 4-9), teachers have been trained in and implemented <i>Routines for Reasoning</i>. This program requires detailed lesson planning on part of the teacher in order to implement the routines effectively.</p> <p>In Elementary mathematics, a select group of 23 teachers have been trained on, developed lesson plans for, and implemented the instructional techniques in mathematical argument.</p>

			<p>In Elementary writing, a select group of (27 teachers have been trained on, developed lessons plans for utilizing mentor texts with strategy groups within the writing workshop model.</p>
<p>4: A balanced system of assessments and related data is in use by all teachers to inform instructional decisions.</p>	<p>Teachers will organize and analyze results from formative assessments to determine progress toward intended outcomes/objectives and use these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students:</p>	<p>The district is partnering with Research for Better Teaching (RBT) to facilitate our formative assessment and data initiatives by helping us create <i>High Impact Teacher Teams</i>. RBT will provide us with protocols to assist with frequent use of formative assessment data to make sure that each student succeeds.</p> <p>The evidence for this strategic objective are the K-12 School Logic Model Goals: Great Oak: By June 2018, students at Great Oak will demonstrate greater ability to determine entry points and appropriate strategies, and to persevere to solve math problems, per Math Practice Standard 1 (MP1). 90% of students will show growth between two grade-level designated units as measured by the MP1 grade-level checklists. Highlands: By May 2018, 75% of Highlands students in grades K-5 will produce writing that is on-grade level (using the Writing Pathways Rubric) across the three genres of writing (Narrative, Informational, and Opinion) in the area of structure and development. Riverside: By June 2018, 80% of students in K-5 will show progression in the development of narrative, opinion, and informational writing <i>by increasing at least 2 developmental elements on the Writing Pathways Checklists.</i> Smith: By June 2018, students at Smith School will show growth in making sense of problems and persevering in solving them; Math Practice Standard 1 (MP1). Between the first Math Practices (MP1) unit and the second MP1 unit, 95 % of</p>	<p>Each school sent a team of teachers and the principal to <i>Coaching High Impact Teacher Teams</i> professional learning which highlighted the FAR Cycle work. The trainings were held on: October 17, November 9, and November 28, 2017. The school teams continued to implement the FAR cycle with their faculty through the rest of the school year. The final workshop for the school year will be held on June 14, 2018, to refine the FAR cycle process and make plans for the next school year.</p> <p><i>See further details about FAR Cycle work in the Final Accomplishments for Goal #1.</i></p> <p>Elementary: A select group of 40 elementary teachers worked collaboratively to refine the elementary report card. Refinements were made to ensure that the report card standards met both the Massachusetts Curriculum Standards and our research based curriculums.</p> <p>Middle: Following training in the FAR Cycle, teachers have infused diagnostic and hinge-point questions into their instruction and made adjustments to their practice based on formative assessment results to help students meet lesson objectives.</p> <p>DHS: MCAS, SAT, and AP scores will not be available for reporting until the fall of 2018. The results will be presented at the October or November 2018 School Committee meeting.</p> <p>**Please see the final accomplishment of each of the elementary Schools as documentation of their progress of the stated goals.</p>

students will show growth as measured by the MP1 grade-level checklists.

Thorpe: By June of 2018, 80% of high needs students will show growth in at least two categories of the Writing Workshop checklist.

HRMS: HRMS will continue to work toward a rigorous curriculum for all learners with a focus on increasing the achievement of those students with high needs status (students with disabilities, low income students, and ELL students). By June 2018, 75% of HRMS students with high-needs status and 75% of students without high-needs status will meet teachers' Student Learning Goals.

DHS: #1-Grades 9 and 10: By June 2018, the difference between High Needs and Non-High Needs students scoring Proficient or Advanced will decrease by 5 percentage points on the MCAS in ELA, Math (Grade 10) and Science (Grade 9).

-Grade 11 and 12: By June 2018, the difference between the percentage of High Needs versus non-High Needs students scoring 3 or higher on AP exams will decrease by 5 percentage points.

#2 Grade 9: By June, 2018, the percentage of students scoring Advanced on the MCAS Biology will increase by 10% and the percentage of students scoring Failing will decrease by 10%.

Grade 10: By June, 2018 Median SGP on Grade 10 ELA and Math will be 51 or higher for all students as well as High Needs students.

<p>5: Every teacher and all students effectively use technology tools in teaching and learning.</p>	<p>Teachers will develop well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, technologies, and student groupings to attend to every student's needs.</p>	<p>Grades 11 and 12: The percentage of AP exam scores of 3 or higher will increase by 10%.</p> <p>Grade 5 Math and 6-12 teachers will create lessons that engages students in developing understanding through the infusion of technology and requires "higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards." (<i>DESE Teacher Rubric</i>) This lesson planning will take place and be collected during structured professional learning time.</p>	<p>Elementary: Teachers have engaged in professional learning for the digital tools that are part of their curriculum programs (Investigation, pilot of Amplify Science, Words Their Way)</p> <p>Middle:</p> <ul style="list-style-type: none"> ● Teachers continually refine their use of technology tools and resources piloted in professional development sessions in SY16-17. Through resources shared weekly with staff by the Curriculum Director, teachers continue to pilot new instructional technology tools and share their findings with colleagues. ● A study group was offered in Spring 2018 in which teachers explored a single technology tool in depth and integrated it into their practice. Participants in the group will facilitate professional development workshops for their peers. ● Teachers and Teacher Leaders were also trained and introduced to the LearnPlatform - a space for teachers to request, vet and assess technological applications associated with our 1:1 initiative <p>High:</p> <ul style="list-style-type: none"> ● DHS teachers were trained in the WeVideo app in order to engage students in creatively demonstrating their learning. This was one of the first steps in having teachers work to incorporate project-based learning in their courses. ● Teachers and Teacher Leaders were also trained and introduced to the Learn Platform - a space for teachers
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			<p>to request, vet and assess technological applications associated with our 1:1 initiative</p> <ul style="list-style-type: none">● Tech Study group open to all DHS teacher to complete independent study project and offer workshop to colleagues during Summer PD Days.
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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 a reflection based upon the 2013-2018 Strategic Plan.</p> <p>2) Feedback Survey for parent partnership events will be given to parents using the Google platform.</p> <p>3) The District will schedule a community wide Parent University for the fall coordinated by DanversCARES.</p>	<p>1) By June 2018, each school and district department will have presented at a school committee meeting.</p> <p>2) By June 2018, each principal will utilize the Google platform to obtain feedback from parents about various school events.</p> <p>3) By June 2018, Parent University will be held, exit survey data will be obtained and analyzed for future planning.</p>	<ul style="list-style-type: none"> ● Each School Committee Meeting hosted a Danvers PRIDE presentation. ● HRMS Celebration of Learning was derived from family surveys and feedback about the event was collected. ● Riverside used Google forms to take feedback from families about the March Science Fair. ● Preschool gave surveys to families to fill out via google docs in regard to experiences at IEP meetings. ● DHS administered a survey to parents of seniors about the internship program using Google forms. ● Parent University was held on November 4th with solid participation and much success. ● Periodic meetings were held to plan for next year's event ● 2018 Perspectives on School and

			District surveys were conducted
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>1) The District will assess status of electronic mailings versus paper mailings to assure success in streamlining communication.</p> <p>2) The District will promote the Danvers Public Schools Mobile App. as the "go to" source of information from their smart devices.</p>	<p>1) By June 2018, the District will increase the number of electronic mailings based upon the assessment data.</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"> ● All principals are sending Newsletters via ConnectEd with a link to the website. ● Added questions to district survey about website and social media communications ● Increased use of social media to maximize communication. ● District survey results indicate that 89% of parents responded favorable to Theme II goals.

*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 Final Accomplishments

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>A prioritized set of objectives and expectations for educator evaluation (identified through Skillful Leader III) will be communicated, defined and integrated into professional learning, and supported through the evaluation process.</p>	<p>Teachers will utilize a revised lesson planning template in advance of announced observations.</p> <p>Administrative evaluators will have a revised unannounced observation form to align with the prioritized set of objectives for use at the start of the school year.</p>	<p>District priorities for teaching and learning were shared with district faculty and staff during the fall of 2017. As part of communicating district priorities, a new <u>lesson planning template</u> was introduced and implemented in order to assist teachers in making revisions and refinements to lessons during professional learning sessions and to develop lesson plans for formal, announced classroom observations. Additionally, a new <u>Unannounced Classroom Observation form</u>, based on the district priorities, was shared and implemented at the start of the school year.</p> <p>During the Summer/Fall of 2017, the district's three newly hired administrators completed the RBT Skillful Leader III course.</p>
<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 will continue to consider the holistic needs of the district where professional development is concerned. 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 17-18 school year will be published at the beginning of the school year so that PD time is maximized and focused on continual professional growth. Offerings are student-centered, with the goal of improving the delivery of content to</p>	<p>The calendar will be distributed to teachers at the beginning of the school year, providing an “at a glance” perspective of the progression of professional development offerings.</p> <p>Our new teacher induction program will continue to offer support to new teachers, with the goal of successful teacher retention after the first year of employment.</p>	<p>The Curriculum Department worked closely with school-level leadership in aligning professional development opportunities with school improvement and district strategic plans. Curriculum directors at each level (elementary, middle, and high school) shared school-year professional learning plans with faculty.</p> <p>OTAGS was facilitated by three co-directors who are teachers at each of the three levels (elementary/middle/high school), maximizing support for new hires. Mentors and mentees met regularly throughout the year in a variety of configurations.</p>

	<p>students.</p> <p>New teachers will be acclimated to the DPS teacher evaluation system as part of the teacher orientation process, as well as during a monthly session of the new teacher induction program – Off to a Great Start (OTAGS).</p> <p>We will continue to provide our teacher aide staff with an orientation and follow-up training throughout the school year.</p>	<p>An orientation will be offered at the beginning of the school year for our newly hired teachers and paraprofessional staff. Specific professional development programs will support both groups throughout the school year.</p>	<p>New Teacher and Paraprofessional orientation for all new staff was held at the end of August and the beginning of September 2017.</p>
<p>3: Teacher collaboration, teacher leadership and inclusive decision-making practices are cultivated and maintained.</p>	<p>During the 2017-2018 academic year, we will continue to emphasize teacher collaboration and leadership. All schools continue to maintain Professional Learning Communities in order to implement school goals.</p>	<p>Professional Learning Communities meetings are held and school goals are met.</p>	<p>Teacher Leaders, Curriculum Directors and Principals from all schools completed a three-day RBT course entitled “Coaching High-Impact Teacher Teams” (CHITT) to build facilitation and leadership skills focused on increasing student achievement. This course guided the work of professional learning communities at each school for the remainder of the school year. Many schools began the implementation with refining teachers’ abilities to set clear learning targets and define criteria for success. Currently, schools are working on implementing CHITT and infusing formative assessments via the FAR Cycle.</p> <p>Smith and Great Oak completed the Leading Together two day training to foster relational trust in their respective professional learning communities.</p>

<p>4: District hiring policies and practices reinforce continuing employment of a well-qualified, highly effective staff.</p>	<p>The District ensures that our teaching, support and administrative staff maintain highly qualified status.</p> <p>Create a secured staff portal linked to the DPS website where policies, paperwork and information can be easily accessed and in some cases, completed online by current personnel (modeled after the existing curriculum portal on the website)</p>	<p>The District conducts monthly licensure checks to ensure that professional licensure is up to date. Teachers whose licensure may be expiring are notified in advance.</p> <p>District personnel will utilize portal throughout the school year. Portal usage will be measured by website traffic and online form usage.</p>	<p>We adhere to the district hiring policy as voted upon by the Danvers School Committee.</p> <p>The district currently uses a secured curriculum portal on the website. The district has drafted a public personnel website. The website was launched in early May.</p>
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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 Year Accomplishments
1: The district’s staffing and organizational structures complement strategic plan priorities	Utilize staffing assessment to identify if additional staffing is needed to accomplish the district’s strategic plan.	Review of annual staffing report and organizational structure for efficiencies and alignment with strategic plan priorities.	Completed review off Central Office structure and realignment.
2: Communications systems between and among schools are effective	<p>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>Continue the incorporation of the district’s vision and mission statements into all regular staff and school communications</p>	<p>Logic model, school council goals and school improvement plans on the individual school’s and district websites have been posted. A history of logic model school improvement plans is maintained over the life of the strategic plan.</p> <p>Awareness by all district personnel, students and parents of the district’s mission and vision.</p>	<p>School-wide student learning goals have been incorporated into School Improvement Plans. Logic models, school council goals and school improvement plans for the 2017-2018 school year are posted to all school websites. Models, goals and plan documents have been uploaded.</p> <p>The mission statement is utilized by all schools at the start of the school year.</p> <ul style="list-style-type: none"> - DHS addresses the school mission statement every morning with the students and faculty - Elementary schools incorporate mission statement during morning exercises each day as well as in staff and family newsletters, and on websites. - HRMS addresses the school mission statement every day during morning announcements

<p>3: All school environments enhance student engagement and learning</p>	<p>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>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>Progression of Smith Building Project</p>	<p>Continued coordination with DPW, faculty and curriculum department</p> <p>Continued professional development for staff in the area of culinary skills and customer service. Restructured elementary service lines following the “Smart lunch Line “ model</p> <p>Continue in modules in the MSBA design process including start of the feasibility study</p>	<p>Continued coordination has become embedded within daily operations.</p> <p>Plans are in place to implement during 2017-2018 school year. We have completed staff training in “Professional Communication” and “Exceptional Customer Service” as well as “Allergy Awareness” and O.V.S.</p> <p>The Smarter Lunchroom scorecard process was conducted in March and implemented in April</p> <p>The Smith School project continues to move forward through the MSBA process including submission and approval of the PDP. In addition the Preferred Schematic Report was submitted in June. Many working meetings were held through the year. A community forum was also held in May.</p>
<p>4: Stability is provided for budgeting and planning process and alternate sources of funding are expanded</p>	<p>Continue to foster community support for DEEP and work collaboratively with on the DEEP teacher grants program.</p> <p>Maintain relationship with select athletic vendors for annual athletic facility rentals.</p>	<p>Consistent spring rentals by Zero Gravity basketball.</p> <p>Periodic rental by Evo Volleyball</p> <p>Julian Edelman Camp was held in July, 2017.</p>	<p>Continue to foster community support for DEEP and work collaboratively with them.</p> <p>Ongoing discussions with outside sports organizations for summer / fall rentals.</p>

<p>5: The district's technology resources adequately support student learning expectations and district requirements</p>	<p>Plan for the migration of Chromebooks from HRMS to grades 3-4 at each elementary school, as well as the next adoption of a one to one chromebook for grade 5-8</p> <p>Work with staff at the Holten Richmond Middle School to move the library space to a learning commons model that includes makerspace activities.</p> <p>District data will be analyzed to ensure accuracy in all areas including student data, employee data and financial data through the robust web based information systems available.</p>	<p>At the start of FY 2019 faculty will be ready to use the Chromebooks for integrating curriculum into their classrooms. Each classroom will have a device management system in place</p> <p>Former library media lab is converted into a learning commons space and makerspace activities are available in the library for student and staff use.</p> <p>Review and alignment of student, staff and financial data.</p>	<p>Work with the Great Oak School on meeting their school improvement goal of integrating technology. Final session will be completed on June 13th..</p> <p>The HRMS makerspace is operational with students and faculty using the space for educational activities.</p> <p>Grades 3 through 8 completed MCAS testing on-line.</p> <p>Planning is underway for Chromebook distribution to grades 3 through 5 classrooms.</p> <p>An audit has been completed of all employee data and financial data. Work is ongoing to ensure data accuracy around all student information.</p>
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