

DPS Strategic Plan - Opening of 2021-22 School Year

August 23, 2021 - School Committee Meeting



Preparing for the Opening of Schools 9/9/21

Summer Programming

Strategic Plan - 2021/22 Goals

Portrait of a Graduate - DPS Council

Summer 2021 Programming

https://docs.google.com/document/d/1jjz_YTJcp-ENhyZkOGAw4U1RbNVb_no8S4ua9-ksNQE/edit?usp=sharing

- **Falcons and Journeys Summer Programs - Academic Enhancements**
 - **Falcons Program** - Focus on reading for academic component with 290 students participating over the 6 weeks of the enhancement program
 - **Journeys Program** - Focus on Project-Based Learning (PBL) for academic component with 71 students participating over the 6 weeks of the enhancement program
- **Elementary and Middle School Tutoring**
 - 203 Elementary tutoring sessions - Reading
 - 251 Middle School tutoring sessions - Reading, Math and Science
- **Math Acceleration Academy** - An intensive academy designed to help accelerate the learning of students most affected by the COVID-19 pandemic. It was targeted toward existing summer programs and incoming 3rd, 4th, and 8th grade students in math keeping a student to teacher maximum ratio of 12:1. DPS had 31 students participate: 10 in 3rd, 10 in 4th and 11 in 8th.

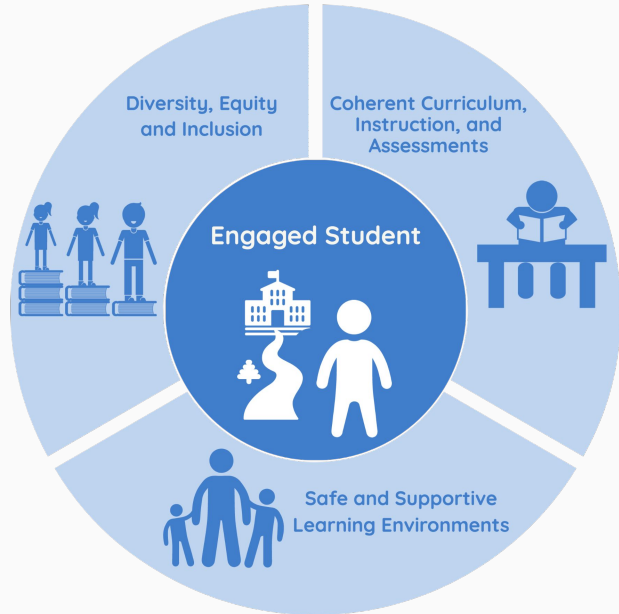
DPS Priorities

So that, our students become productive, responsible , caring citizens of the global community and achieve their definition of success

- Create welcoming community for ALL
- Provide ongoing professional development on diversity, equity and inclusion for all adults
- Recruit and retain a diverse and culturally responsive workforce
- Conduct ongoing equity audits of policies, procedures and programs
- Include the history of racial oppression and works by authors of color and works from diverse perspectives in our curriculum
- Communicate about issues of racism and hate

Diversity, Equity and Inclusion

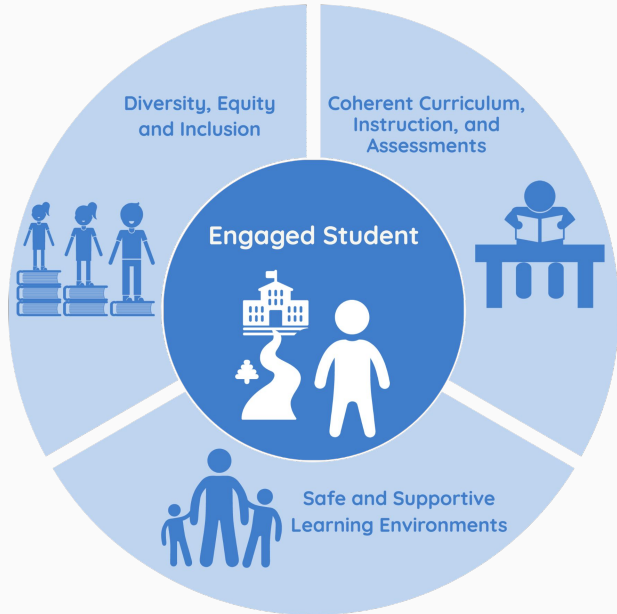
- Develop safe, supportive, culturally sustaining, and equitable learning environments through the use of consistent routines across all models that will help build strong relationships among students and teachers.



- Provide culturally responsive learning opportunities
- Build sense of belonging
- Establish school environment where all feel valued, heard and supported
- Implement professional learning so that all adults working with students will strive to become anti-racist educators

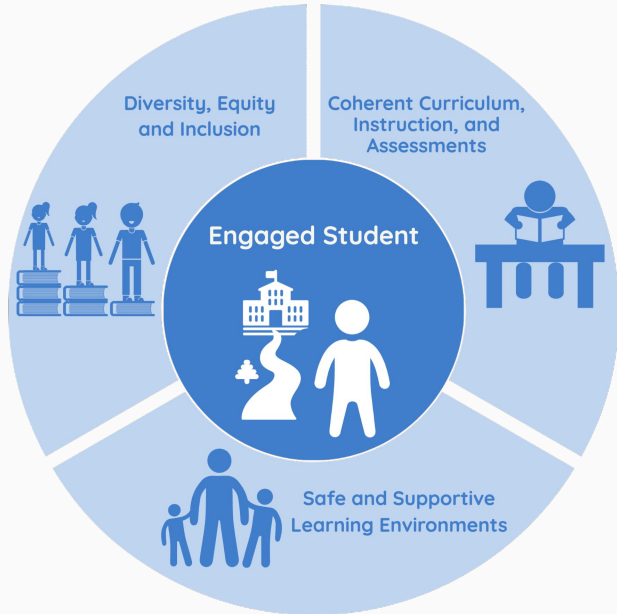
Coherent Curriculum, Instruction, and Assessments

- Support student learning through differentiated and small group instruction.
- Develop students into skilled communicators and problem-solvers who make effective use of technology and apply their learning in authentic, real-life situations.



- Develop high impact teacher teams to use formative assessment for results (FAR) Cycle to monitor the learning of all students
- Focus on elementary reading
- Implement multi-tiered system of support (MTSS)

Safe and Supportive Learning



- Support all students in an inclusive, emotionally supportive and culturally responsive environment
- Focus on community
- Prioritize student safety
- Implement practices that build social emotional capacities within students, faculty and staff

Portrait of a Graduate

All students are fully engaged and invested in their learning. They demonstrate personal responsibility and are achieving to their maximum capability. They are skilled communicators and problem-solvers who engage in collaborative inquiry, make effective use of technology and apply their learning in authentic, real-life situations. Graduates of Danvers Public Schools leave the school system feeling confident and well prepared to continue their learning in the wide array of college and career options available to them. They go on to become productive, responsible, caring citizens of the global community and achieve their definition of success.

- Seek community members along with DPS students, faculty and staff to visioning (Sept)
- Conduct visioning sessions (October-December)
- Establish a yearly schedule for a District Council to monitor (Feb/June)