

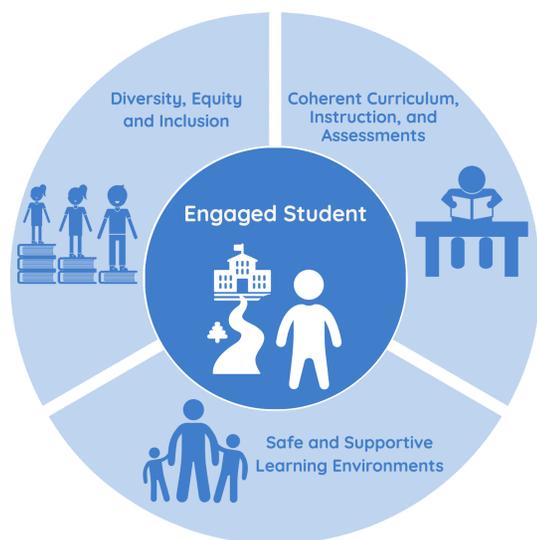
# Danvers Public Schools

## District-School Goal Alignment

### District Vision:

In 2023, Danvers Public Schools is an inclusive community of learners that is respectful of individual differences, in which all students are valued for their unique strengths, talents, and challenges. A welcoming environment for students, families, faculty, and staff is evident and diversity is valued and celebrated.

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.



### Theory of Action:

If the Danvers Public Schools ...

- promotes a safe and healthy learning environment that is conducive to high academic achievement for all students
- provides engaging learning experiences that allow for student voice and choice
- believes that all students can and will learn to their highest potential

Then students of Danvers Public Schools will become productive, responsible, caring citizens of the global community and achieve their definition of success.

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## District-School Goal Alignment

### DPS District - School Goal Alignment

Goal	Diversity, Equity, and Inclusion	Coherent Curriculum, Instruction, and Assessment	Safe and Supportive Learning Environments
<p><b>Elementary</b></p>	<p><i>By June 2023, Provide professional learning for all educators to use instructional techniques that support student learning for all learners in an inclusive, emotionally supportive and culturally responsive way. (Strategic Plan 2018-2023)</i></p> <p>All students (PreK-5) will engage in multiple culturally responsive learning opportunities throughout the school year. DESE defines “culturally responsive” as <i>great teaching that is focused on promoting academic achievement, demonstrating cultural competence and fostering students sociopolitical awareness.</i> (Acceleration Roadmap, May 2021)</p>	<p><i>Use an assessment system (formative and summative) to gain an understanding of and take action for each students’ path to achievement (FAR Cycle). (Strategic Plan 2018-2023)</i></p> <p>By June 2022, 80% of all students will read at or above grade level as measured by the end of the year running records.</p>	<p><i>All students will be supported in an inclusive, emotionally supportive and culturally responsive environment. (Strategic Plan 2018-2023)</i></p> <p>By June 2022, Each Elementary School will implement a collaborative plan for building a sense of belonging and partnership with the school community.</p>
<p><b>Middle</b></p>	<p>Through internal evaluation of our practices, community surveys, and the development of a student diversity group, we will develop a collaborative plan to improve equity by building a sense of belonging and partnership with the school community. Of particular focus will be students with disabilities, economically disadvantaged students, and students of color.</p>	<p>As part of our Multi-Tiered System of Support (MTSS), Holten-Richmond Middle School seeks to strengthen Tier 1 instruction through implementation of differentiated small-group instruction. By June 2022, 100% of HRMS teachers will utilize formative assessment data to design differentiated small-group instruction in at least three lessons per trimester.</p>	<p>Students will demonstrate growth on a self-assessment of social-emotional learning competencies.</p>

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<p><b>High</b></p>	<p>Danvers High School will establish a school environment in which all stakeholders feel valued, heard and supported with a variety of venues to engage in work to promote diversity, equity and inclusion.</p>	<p>Danvers High School seeks to provide multi-tiered systems of support with the goal of helping all students succeed with a specific focus on supporting those students who may benefit from a more individualized and targeted approach.</p>	<p>Danvers High School seeks to provide a rigorous and engaging learning environment in which all students can achieve their definition of success that is grounded in safety and support.</p>
<p><b>District</b></p>	<p>Provide professional learning for all educators to use instructional techniques that support all students in an inclusive, emotionally supportive and culturally responsive way.</p> <p>Implement professional learning experiences so that all educators in DPS will strive to become anti-racist educators.</p>	<p>Use an assessment system (formative and summative) to gain an understanding of and take action for each students' path to achievement (FAR Cycle).</p> <p>Define and implement a multi-tiered system of support so that all students have access to grade-level curriculum through the alignment of Tier 1 instruction with inclusive, culturally responsive Tier 2 and 3 <i>interventions</i> (“<i>Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed</i>” DESE Acceleration Roadmap)</p>	<p>Develop and implement practices that build social-emotional capacities within students, faculty, and staff to create a safe and supportive learning environment for all.</p>