

**FY09 District-Wide Goals  
Accomplishments**

**Theme 1 – Curriculum, Instruction and Assessment**

**Goal 2- Provide highly effective instruction in every classroom. Ensure the best possible, consistent delivery of curriculum, using strategies and approaches that address the learning needs of all students and maintains high expectations**

*Action* – Provide professional development programs specifically geared to improving the delivery of services to students including The Skillful Teacher, Observing and Analyzing Teaching II and differentiated instruction over three years

During the spring of 2009, 36 Danvers Teachers, representing grades K-12 as well as art, music and physical education, participated in a 42 hour course entitled, The Skillful Teacher. All of the feedback we received was that the course was an outstanding one, due in large part to the expertise of the instructor. We have planned a February 2010 offering of the same course, presented by the same instructor. These courses are offered through the generosity of the Peter and Elizabeth C. Tower Foundation.

**Goal 3 - Use multiple forms of assessment that are grounded in objective data to inform teachers' instructional decisions and to regularly provide meaningful feedback to students and parents**

*Action* – Provide support for teachers to use common assessments and varied classroom assessments through the development of professional learning communities

*Danvers High School* - The high school continued its work in developing and analyzing the results of common midterm and final exams. Through a combination of faculty meeting, department meeting, and early release day time, teachers in the business, English, health, math, science, social studies, and world languages departments met in course groups to develop common midterm and final exams. During professional development time prior to the administration of the common midterms and finals, teachers met to establish common scoring criteria. Teachers also reviewed the data from the June 2008 final exams and the January 2009 midterm exams and identified strategies to improve student performance. All of this work was accomplished through regular meetings of course groups, which have become professional learning communities.

*Holten-Richmond Middle School* - The Holten-Richmond Middle School studied and practiced the use of formative assessments to improve student learning. This continuous work on formative assessment started with a faculty meeting in September 2009 and continued throughout each faculty meeting, each early release day and each full in-service day. The components of the work were:

- Ensuring a solid core curriculum and summative assessments as a base for formative assessment work.

- Studying the components of formative assessment and the instructional techniques that support its use in the classroom.
- Choosing one formative assessment instructional technique (i.e. providing feedback to students, questioning and classroom dialogue, developing student ownership, etc.) to pilot in the classroom with support from colleagues in the grade-level discipline group (i.e. grade 6 Math teachers, grade 8 Science teachers, grade 8 World Language teachers, etc).
- Developing and implementing lessons using the chosen formative assessment instructional technique with colleagues from the grade-level discipline group.
- Collecting data on the use of the implementation of the chosen formative assessment instructional technique (i.e. student work, teacher notes from peer observations, video of lesson, etc).
- Reflecting on the data collected from the implementation of the chosen formative assessment instructional technique with colleagues from grade-level discipline group.
- Meeting in interdisciplinary groups around the chosen formative assessment instructional technique to collaborate on what works and what is challenging about the technique.
- Continuing the process of developing lessons with formative assessment instructional technique to refine its use and effectiveness in the classroom.

During the school year, the Holten Richmond Middle School devoted over 50 hours of professional learning time (i.e. early release days, in-service days, faculty meeting time, common planning time) to this work.

At the elementary level the teachers have implemented common assessments in both the Investigations math program, and the Treasures literacy program. These assessments are directly related to the pacing guidelines that each grade level team utilizes in planning instruction for their students. All grade levels maintained the required pacing, as established by the district's Math Coach and Elementary Curriculum director. The principal working together with the classroom teachers has reviewed the results of these benchmark assessments.

#### Treasures Assessment/ Pacing

- A literacy assessment schedule and pacing guide has been developed for grades 1-5.
- DIBELS will be used K-2 with the assessments being done once during each trimester.
- Teachers will administer the Treasures/ Grade Level Benchmark test at the beginning and end of the school year.
- Teachers will continue to administer the Unit Test at the completion of each Treasures unit.
- Teachers will administer the Fluency Assessment in grades 1-5
- K-3 teachers will collect running record data at 3 points during the school year.

Each year an assessment sheet will be updated for each student. This will allow us to monitor the progress of our students and will provide information regarding the implementation of Treasures as our core ELA material.

Additionally, various assessment tools have been used throughout the curriculum. Primary grades continue to use DIBELS and assessment tools embedded within Treasures. The data collected drives instruction for teachers. Furthermore, with the assistance of Title I and Reading Recovery, teachers have a better sense of student strengths and areas for improvement. During scheduled dates, common assessments are sent in and reviewed by building principal.

Each elementary school continued to look at common assessments and student achievement. After school MCAS tutoring began in March. All students who scored in Needs Improvement and Warning had the opportunity to sign up for the tutorial sessions. Teachers provided homework assistance as well as after school support for students.

The second edition of the Investigations mathematics program has been fully implemented in all grades K-5.

- Common Assessments and a math pacing guide were used during the 2008-2009 school year. At the end of the school year, feedback regarding the assessments was gathered. Grade level groups of teachers made changes to the assessments.
- A comprehensive pacing guide has been developed for each grade level
- The revised pacing guide presents the math standards and outlines the lessons and activities that address the standards.
- Supplemental lessons/activities have been interpolated into the pacing guide whenever Investigations did not address a standard as comprehensively as the state Framework did.
- Specific benchmarks/exit outcomes have been delineated for each grade level to ensure computational fluency. For example, first graders will need to exit first grade knowing addition combinations for 10. Fourth graders will need to exit fourth grade knowing multiplication combinations up to 12x12.

## **Theme 2 – Student Support**

**Goal 1 – Anticipate, plan and provide for the needs of all learners, across the spectrum of abilities and backgrounds, to support all students and leave no child behind in achieving individual excellence**

*Action* - Implement Developmental Guidance program at Danvers High School

The Guidance Departments of Danvers High School and Holten-Richmond Middle School worked on various aspects of our Developmental Guidance Program during the 2008-2009 school year. The efforts began with a meeting of the guidance staff of both schools to develop a renewed understanding of the efforts and challenges experienced at each building and to plan for future interactions. Staff of the middle school focused on improving elements of their existing developmental program and high school staff focused on establishing a mission statement and goals consistent with the Massachusetts Model for Comprehensive School Counseling Programs. After reviewing existing elements that were consistent with this model, and after reviewing

expectations from the New England Association of Schools and Colleges specific elements of the high school developmental program were outlined.

A mission statement and goals for the high school have been identified and a slightly different set is under discussion for the middle school. The high school guidance counselors have examined and worked to update the activities that are already in use to assist in the implementation of the goals established. Significant discussion has been held regarding a system of evaluation of our programs in guidance both to meet the needs for self-assessment within the Massachusetts model and the recommendations of the NEASC from their last visit. The guidance staff and our sophomore and junior classes have utilized the Naviance software program and this is assisting in the improvement of our program and is seen as an element that will help in the assessment of guidance programs. These activities in particular have moved attention onto a broader spectrum of students and student needs in the post secondary career planning process. The Guidance staff will continue to investigate and apply the many elements of this software program to strengthen our programming for students across many areas important to the high school student.

As we move forward, the High School guidance staff will be working on identifying the evaluation tools that will be needed to complete program assessments. They will also review, discuss and implement appropriate elements/activities to improve the quality and comprehensive nature of the guidance program at the high school.

The high school administration in conjunction with the school council conducted an exit survey eliciting feedback from the graduating class of 2009. One of the focus areas was guidance services. The seniors reported on the following:

1. The college search and planning process provided by the guidance department was helpful to me:

Strongly Agree: 10%

Agree: 37%

Neither Agree nor Disagree: 30%

Disagree: 17%

Strongly Disagree: 6%

2. The support and guidance in building a strong transcript, GPA, and activity profile was helpful to me:

Strongly Agree: 9%

Agree: 42%

Neither Agree nor Disagree: 33%

Disagree: 13%

Strongly Disagree: 4%

3. The support and guidance in career exploration was helpful to me:

Strongly Agree: 3%

Agree: 25%

Neither Agree nor Disagree: 40%

Disagree: 22%

Strongly Disagree: 10%

In conjunction with a developmental guidance curriculum the guidance department and administration will be using this data more effectively to address these areas of the guidance curriculum. Data will be taken at the end of the 2009-2010 school year. The guidance department will make target goals and action plans to address these areas.

**Goal 2 – Ensure that the intellectual, emotional, physical and social needs of all students are identified, addressed and coordinated to support their learning.**

*Action* – Develop and pilot three-tier model of intervention (RTI)

Basic Skills teachers spent January 20<sup>th</sup> examining the role of basic skills teachers within a tiered intervention model. The math coach assisted them in identifying content, strategies, and re-teaching opportunities embedded within the Investigations math program. The team's goal was to find ways to allow all learners to access the math curriculum. Additionally, basic skills teachers spent Feb. 4<sup>th</sup> meeting with one elementary school psychologist to develop criteria for identifying students who qualify for math support. The basic skills teachers spent a full day in late February determining essential content and effective strategies for math instruction. The elementary curriculum director and math coach facilitated. The group examined supplemental math materials for those specific students who require it. The group worked to develop a plan to support at risk students within the classroom.

Both Title I and basic skills teachers have been provided review copies of "Triumphs" an intervention resource, which accompanies the district's ELA materials. Reading Specialists and Title I teachers are providing feedback which is helping in the formulation of a tiered model of intervention. The groups have shared ideas that will influence the structures and materials used for RTI in literacy.

The Triumphs Reading Intervention materials will be used by Title I teachers in 2009-2010 as we begin to navigate these waters. The Title I teachers or Reading Specialists will support students in small Tier II groups. For example, students in second grade who struggle with reading fluency will receive support in that area. The intervention will take place over the course of 6-8 weeks. If a student continues to struggle, despite the extra help he/she will continue to receive help, but in a smaller group.

The purpose of Tiered Intervention is to catch children before they fall behind. It is also intended to reduce inappropriate referrals for special education. Schools will be documenting what children struggled with and the specific steps that have been taken to resolve the problem. If a child's struggle persists beyond a systematic intervention then the next step would be to evaluate the child for special education services.

*Action* – Implement Special Education Coordinated Program Review Action Plan

The District had its full six-year Coordinated Program review completed during the 2007-2008 school year. The District prepared a Corrective Action Plan in response to the review, which covered 10 areas (9 partially implemented and 1 not implemented). The required District Corrective Action filings were made during the course of the 2008-2009 school year, once the

Department of Elementary and Secondary Education's findings were received. On May 19, 2009, the DESE notified the District that it had fully accepted all elements of the District's Special Education submission, and that no further corrective actions were needed.

Under the District's Corrective Action Plan, the District will do monitoring throughout the upcoming school year on various Special Education criteria. This data will be collected and reviewed on an ongoing basis.

### **Theme 3 – School Climate and Culture**

#### **Goal 1 – Provide inclusive, welcoming and safe school environments that invited students and their families to school, promote respect for all individuals and cultivate enthusiasm for learning**

*Action* - Implement School Council Goals

*Danvers High School* - The school council spent the 2008-2009 year focusing on respect and student connection to Danvers High School. A number of small but meaningful initiatives went forward this year: school spirit days, a focus on student behavior during assemblies, senior exit survey, faculty and student tolerance program, discussion of adult mentor program, and a ninth grade orientation program conducted by student leaders. A few highlights are:

Student behavior during the graduation ceremony

Student behavior during assemblies

Anecdotal reports from parents and students about their ninth grade experience

A ninth grade survey was also administered that mirrored the senior survey. The council will compare the difference in result and create specific goals for the 2009-2010 school year:

How would you rate your overall experience at DHS:

Extremely Positive: 7%

Positive: 41%

Satisfactory: 37%

Unsatisfactory: 12%

Extremely Unsatisfactory: 4%

Student Mentor Program

In the spring of 2008, under the direction of a faculty advisor and administrator, DHS initiated a student-mentoring program (SMP). One hundred student mentors were selected from 150 applications. The goal of the Student Mentor was to become that special "Upperclassman Friend" to each incoming freshman. Mentors were chosen who showed exemplary behaviors in all aspects of student life. Mentors are expected to maintain good grades, behave appropriately in and out of school, and abide by all DHS rules and regulations. Mentors attended a workshop where they developed mentoring skills and created activities for "Kick-Off" to support the transition of incoming freshmen students to the high school. Mentors welcomed the freshman class at an ice cream social and gave freshmen tours of the school a week before school began. Mentors planned and executed activities for "Kick-Off" day to help orientate freshmen about school policies, procedures, and expectations.

In 2009, the student mentor program continues to be developed and expanded to help the transition of freshmen students. Early release days will be used for mentors to meet on a more regular and formal basis with their mentees.

#### Freshmen Transition Program

A comprehensive transition program for freshman continues to be developed at DHS to provide incoming freshmen students with a supportive environment that eases their transition from middle school to high school. During the summer of 2008, newly trained DHS students planned activities to welcome the class of 2012. These DHS students were members of the newly formed Student Mentor Program who desired to be a friend; a guide; to teach freshmen about all that DHS has to offer; to teach freshmen about the traditions at DHS; but most of all to act as a big brother and big sister during students' freshman year. Freshman Students were welcomed to DHS during an Ice cream social held a week before school opened. Freshmen were given their schedules, bought locks, and toured the school with their mentors. Parents of freshmen were welcomed during an evening program that included presentations from administration, guidance, team teacher leaders, and athletics.

For 2009-2010, the freshman transition will continue through the year. Freshmen will meet with mentors several times during the year to help freshmen students to become more familiar with DHS physical layout, policies, procedures, programs, traditions, personnel and support them in reaching their academic goals.

*Holten-Richmond Middle School* - The Holten-Richmond Middle School Council spent the school year monitoring activities originating from the School Improvement Plan. Their work centered on the following goals:

1. Holten-Richmond Middle School will continue to implement and strengthen transition programs for students as they move from grade to grade.
2. Holten-Richmond Middle School will continue to implement *collaborative professional learning communities* focusing on curriculum, instruction and assessment.
3. Holten-Richmond Middle School teachers and staff will continue to use multiple forms of assessment grounded in objective data to inform teachers' instructional decisions and to regularly provide meaningful feedback to students and parents.
4. Holten-Richmond Middle School will continue to incorporate the energy saving and environmentally friendly features of the building into the students' daily lives.

In addition, the Holten-Richmond Middle School Council devoted their spring meetings to the revision of the Holten Richmond Middle School's Student Handbook to be disseminated at the start of the 2009-2010 school year.

*Great Oak School* - This year Great Oak Elementary held seven principal's coffees in which parents were invited to meet with the principal and other guests from Great Oak and the district including the Danvers Police resource officer as well as reading teachers, curriculum directors and school social worker. The school staff and families voted on a slogan for the school that is in line with the new mission statement that was finished last year. The new slogan is "Every Child, Every Chance, Everyday". The slogan is announced everyday to students and is conveyed in signage throughout the building. Also, the Great Oak elementary site council developed a survey that was

put online for this year. We were able to get the input of 145 parents with regards to how Great Oak educates their children. This will be extremely valuable as we look for ways to improve the education and experience of our students.

*Highlands School* - Members of Highlands School Improvement Council oversaw the implementation of the first Annual Highlands Science Fair to be held on March 24. They have been kept informed of progress with Peaceable Playground Initiative that is being introduced for the first time to the school. Also, Reading teacher, Teresa Collins, met with members to provide an overview of newly adopted reading program – the materials and resources that are now available to teachers and students. Next, members of Highlands School Improvement Council reviewed random samples of beginning and midyear reading assessments using a protocol that encourages respectful dialogue. Finally, members of Highlands School Improvement Council shared in the responsibility for developing a school-wide survey that is aimed to identify Highlands' strengths/weaknesses/successes.

*Riverside School* - School Advisory Council is an active committee at Riverside. Parents, teachers, community representative, and principal share common goals for Riverside. A review of school events, lockdown, survey, budget, and goals are main topics for the school advisory council.

Throughout the school year, Riverside focused on Riverside P.R.I.D.E. Positive, Respectful, Inclusion, Doing the Right Thing, and Encouragement behavior. Students were consistently reminded of this acronym during the school day. All students earned Riverside Stars for respectful and *above and beyond* behavior. Stars were displayed on a school bulletin board. Once a month, Riverside came together as a school community during Riverside Rallies. During this time, special class projects were shared with the whole school, new programs or events were reviewed and a monthly slide show was viewed by students and teachers. During the month of February, Riverside kicked-off Literacy Week, which promoted the love of reading through various pieces of literature. Last year's theme was "Blast Off to Fairy Tale Land".

In the Spring of 2009 Riverside kicked off its fundraiser, Helping Hands. Last year, Riverside gave back to the town of Danvers, and raised money for the Danvers Food Pantry and Friends of Endicott Park. The entire Riverside community was involved in various fundraising events, such as the Talent Show, Faculty vs. 5th Grade Basketball game, and Family Night. Children learned about helping others in need and giving back to their community. In June, Riverside gave each organization \$1,500. Children and faculty were proud to share their efforts with the community.

Throughout the year, Ms. Powers met with families during monthly Coffee Talks. This allowed for parents to hear about the events of the school as well as have open discussions about Riverside, curriculum and discipline. Presentations from teachers on Investigations Math Program, Treasures Reading curriculum and Library were also provided for parents during these times.

Finally, Riverside continues to make safety its number one focus for all students. Dismissal procedures continued to be refined throughout the school year. Attendance is now taken for all students who are getting on the bus at the end of the day, and children leaving by car with their families are dismissed one by one by their name.

*Smith School* - At Smith School, all classroom teachers' responses to and utilization of MacMillan

McGraw Hill's Treasures for spelling, writing, grammar and reading were extremely positive. Professional development sessions and benchmark assessments were also completed by all teachers.

The Smith School Science Fair was held on January 22, 2009, with 155 students participating. The students and staff unanimously agreed to continue this annual family event. School-wide civic assemblies were designed and presented by fifth graders throughout the year and concluded in late spring with a presentation to honor Memorial Day. Yearlong community service to support the Danvers Food Pantry culminated in an annual Walk-a-thon with proceeds donated in support of the Bekel family.

Conversations with Public Safety officials and School Council assisted in refining the Smith School Crisis Plan and a practice Lockdown was completed October 1, 2008.

Our Smith School Survey was made available online to parents via Survey Monkey and resulted in 32% participation. Results were reviewed with School Council in June.

*Thorpe School* - The goals of the 2008-2009 school council plan were addressed on an on-going basis at Thorpe throughout the school year.

In terms of the communication goal, several teachers created web sites containing information about curriculum, and events happening in the classroom. Parent coffees were hosted by the principal and were well attended with lots of sharing and good conversation.

A committee was formed to evaluate the morning arrival procedures in order to address concerns voiced by members of the parent community and the staff. Modifications were made that made it more efficient and improved the traffic flow. Plans were made to monitor the procedure next year as well as form a committee to specifically address the afternoon dismissal procedure.

Progress was made in regards to the goal to expand the structure of the existing library at Thorpe. A separate account has been established at Danvers Bank, through DEEP and monies were raised totaling over \$2000. A parent committee was formed and plans are to continue the work on this long-term project during the 2009-2010 school year.

On Friday, the Family Meeting was held at Thorpe in the school Cafetorium. The agenda included celebration of student birthdays and accomplishments and presentations of student learning experiences in the classroom. Parents and family members were welcomed to attend.

## **Goal 2 - Promote the appreciation and valuing of diversity in all school environments**

*Action* - Train members of the Danvers community in the importance of cultural proficiency through seminars, out-of-district opportunities and workshops

The Superintendent and Assistant Superintendent met with the entire town-wide Diversity Committee during the spring of 2009. We discussed ways to begin a town-wide dialogue about cultural proficiency through book discussions and through additional involvement of the Diversity

Committee in the schools. We will implement some ideas during the 2009-2010 school year. During the summer of 2009, we collaborated with St. John's Prep to provide over 15 Danvers Public School teachers with a course entitled, Affirming Human Differences for Equity and Inclusion. This coursework will be offered again in the spring of 2010.

**Goal 3 - Build and cultivate school cultures that encourage and provide for teacher collaboration and sharing.**

*Action* – Implement use of ongoing collaborative professional development through the school calendar/early release study committee

The superintendent and school committee chair co-chaired the FY10 school calendar/early release day study committee. The proposal was presented for a first reading at the March school committee meeting and approved at the April school committee meeting.

Beginning in the Fall of 2009, the district will have nine early release days (October – June) on the first Wednesday.

<b>Theme 4 - Human Resources</b>
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**Goal 2 - Build and sustain cohesive and consistent leadership opportunities that promote collaboration and academic excellence at all levels of the school community.**

*Action* – Support principals in development of collaborative teams

*Danvers High School* - For the past two years Danvers High School's focus has been on bringing teachers together to collaborate on aligning curriculum, creating common assessments, and analyzing data. Much progress has been made in terms of teacher collaboration. Teachers have progressed from defining what content and skills students are required to learn and be able to do, and assessing that learning to now collaborating on creating the best instructional approaches to get all students to achieve. Anecdotally teachers report they speak more about teaching and learning in recent years than in the past. Initial indications of the collaboration have pointed to success in terms of MCAS results since the development of common expectations and standards in commonly taught courses. With the change in the professional development schedule for this coming year, course groups will now have the opportunity to meet for longer, more focused periods of time in order to analyze data, refine assessments, and focus on instructional strategies and practices that support student learning. The focus for Danvers High School collaboration efforts this school year will be with teachers working with each other in creating, sharing, and practicing those instructional strategies. Each department will be focusing on collaboration through the lens of improving student learning by using assessment data to identify where students are not learning, and together developing solutions to improve student learning through the creation of lessons, formative assessments, and instructional strategies.

*Holten-Richmond Middle School* - For the past several years, professional learning communities have been central to the teacher learning and work occurring at the Holten-Richmond Middle School. In the past school year, during each early-release day, in-service day and monthly faculty

meeting, the teachers at HRMS studied and planned the use of formative assessments in the classroom. The teachers met in a variety of configurations (teams, grade-levels, grade-level discipline teams, whole faculty team, and interdisciplinary groups) to study and plan formative assessments. This work carried into the teachers' weekly professional learning groups: their grade-level team and grade-level discipline team. This afforded the teachers time to identify students in need of support and plan weekly lessons and assessments. Due to the increased focus on professional learning communities over the past years, we have greatly strengthened the collaboration among members of the teams and the faculty.

*Great Oak School* - Great Oak Elementary has worked collaboratively with Dr. Kevin Fahey from Salem State College as we discussed ways to formally become a professional learning community. The staff is working towards finding a formal way of collective inquiry for 2009/2010 with the hope of either forming a faculty forum or another way to collaborate on teaching and learning in a consistent and uniform manner. Currently there are five Great Oak teachers involved in helping to realign the science curriculum. There are four teachers taking the Skillful teacher course offered by the district and our kindergarten team organized and implemented a website building program for all kindergarten teachers.

*Highlands School* - Collaboration amongst staff members at Highlands was critical throughout the year. While each circumstance was different, the goal was always to strengthen teaching and learning. In addition to several opportunities for staff to work with the Literacy and Math Leadership Team in data analysis, teams worked together to plan a highly effective and exciting first year of full-day kindergarten. The support of the elementary curriculum director, math coach, reading teachers, special education team, etc. was invaluable to the program's development. Reading teachers also collaborated weekly with grade level teams to plan and implement reading lessons with the new Treasures Reading Program. Nearly 2/3 of the staff at Highlands participated in a Mentoring Program that was developed and monitored by faculty. The implementation of Peaceable Playground was very successful with a significant number of staff being trained in the principles. Ongoing are the discussions Highlands will have on supporting and understanding a changing culture. Friday morning meetings with the entire school community and a creative approach to integrating the arts into learning experiences were also a highlight of the past year.

*Riverside School* - At Riverside, throughout faculty meetings, faculty council, and school-wide events, collaboration was exhibited. Teachers use their common planning time to share best practices, lesson plans, and classroom management strategies. By setting time for Student Support Teams, teachers also have opportunity to work together and support one another in regards to students with various challenges.

*Smith School* - At Smith, our work during Faculty Forum and faculty meetings was dedicated to examining how teachers' responses motivate and improve student learning across disciplines. The entire faculty conducted peer observations and student surveys to gather feedback and enhance teaching. This action research provides the foundation for our continued work to examine data and refine our practice to increase student achievement while strengthening our professional learning community.

*Thorpe School* - At Thorpe, the teaching staff implemented a peer observation program to improve teacher practices and increase student achievement. In addition, the staff read *Choice Words*, by Peter H. Johnston, to increase awareness of how our language affects children's learning. Several members of the faculty are involved in work outside of the classrooms, i.e. participating in the Skillful Teachers course offered by the district, members of the Kindergarten Accreditation Committee, Community Service Learning Projects, and Math and ELA Leadership committees.

**Goal 3 – Ensure leadership and organizational structures across the school district that support a continuous improvement process**

*Action* - Implement DTA study committee on informal year evaluation tools

Central Office met weekly with the DTA leadership. We have addressed some of the study committees from the contract and will continue this work during the second year of the contract. Specifically, the DTA and Central Office discussed the implementation of the informal year evaluation tools – 360, goal setting, reflective portfolio and action research group. We are in agreement regarding the forms to document and will pilot peer observation instead of a 360 evaluation.

**Goal 4 – Provide professional development, aligned with the district's students learning priorities, that supports staff in meeting the needs of all students.**

*Action* – Implement Professional Development Committee with Danvers Teachers' Association

During the 2008-2009 academic year, the Assistant Superintendent met with all administrators and teachers in the district. Honest feedback was obtained as to the need and desire for content-related professional development offerings. A study committee will commence in the fall of 2009 to develop a long-term professional development plan.

**Theme 5 – Facilities and Technology**

**Goal 1 – Provide facilities and technology necessary to support student learning expectations through the school system and ensure that resources are equitably distributed across all schools and across the district.**

*Action* – Move forward with designer selection of architect in conjunction with MSBA

On March 3rd, the MSBA's Designer Selection Panel including Wayne Marquis, David Lane and Lisa Dana selected DiNisco Design to be the architect for Danvers High School. . In addition, the MSBA has approved the preferred schematic design. The High School Construction Advisory Committee and the School Committee Subcommittee on the DHS Project Communication continue to have ongoing meetings. We are actively working with the architect and project manager to prepare for a fall town meeting to move to the next step in the project - a funding agreement with MSBA

## **Theme 6 – Communication, Partnership and Planning**

**Goal 2 – Strengthen communication systems and strategies to build shared expectations, understanding and trust with parents and community members about the school system**

*Action* – Outreach to community is planned and piloted.

A comprehensive communication plan was developed and piloted. In December, 2008, a district newsletter was sent to parents and posted on the district website. Administrators wrote monthly “*Sitting In*” articles for the Danvers Herald. The format for the monthly PACE (Parents and Administrators Communicate for Education) meetings was revised and more parents attended. This communication plan will be reviewed yearly and adjusted as needed.

## **Theme 7 – Budget and Finance**

**Goal 1 – Provide greater stability to budgeting and planning processes**

*Action* - Advocate for appropriate special education funding

On Monday, September 29, 2009 a joint meeting of the School Committee and Board of Selectmen was held. The objective of the meeting was to raise awareness to how Special Education works and the impact it has on operating budgets. It was clearly articulated how Special Education and the accompanying legal requirements affect the school department operations and operating budget. In particular, discussion centered around the difficulties in planning and budgeting for students who receive out-of-district services.

We also have had ongoing communications with our state representative. Both our House and Senate Representatives have participated in discussions regarding current legislation and funding needs.

The District also continues to work closely with DESE to ensure responsible and timely response by the District to issues that come before the DESE. In particular, last year we were able to secure DESE approval for Circuit Breaker funding for a program unique to Danvers that otherwise would have required 100% funding by the District.

Finally, we continue to explore ways to create/implement programs to serve students educational needs in a cost-effective manner. Through the use of ARRA funds, we hope to create innovative in house programs to serve our students and their educational needs while establishing a foundation for improved budget control while we move forward.