

FY10 District-Wide Goals Accomplishments

Theme 1 – Curriculum, Instruction and Assessment

Goal 1- Ensure that a current, rigorous, common curriculum, aligned with state standards, that provides students with real world applications and is backed by strong evidence supporting its viability to meet student and district needs, is in use across the district.

Action – All teachers of English/Language arts will take the Survey of Enacted Curriculum. This survey will ask teachers to provide the depth to which they are teaching the Massachusetts Curriculum Frameworks. Upon completion of the survey, the teachers will be asked to compare their actual (enacted) curriculum with the frameworks. This will allow us to better pinpoint the strengths and challenges in our curriculum and allow us to shore up some differences in the curriculum as it is delivered from classroom to classroom.

Accomplishments - All Elementary teachers have taken the Survey of Enacted Curriculum (SEC) for English Language Arts. Teachers have been able to review their individual results and have shared results with their team members. The SEC was taken in conjunction with the work being done with the Using Data Process at each school. During the March 16th Data Team training day, the K-12 data team members took an in-depth look at the SEC information. The K-12 data team members have been trained to access the results, interpret the results, and generate reports for their building colleagues.

Additionally, the members of Data Leadership Team were trained to facilitate the Using Data Process in their respective schools. They used this training to help develop and facilitate the monthly Early Release days from October through June 2010. Each school completed the following work during the Early Release days:

- Conducted the “data drill down” for the Spring 2009 MCAS results
- Developed a student learning problem and student learning goal for problem area
- Conducted a Task Deconstruction of open response items to determine what content skills and level of cognitive demand were being addressed (Bloom’s Taxonomy) in each question.
- Plotted the Math and ELA learning standards into vertical strands to provide a visual representation of data
- Prioritized areas to focus on improving in the development of Student Learning Problems
- Collected and analyzed student work around content areas of student learning problems
- Created teacher action plans to address the student learning problem during the 2010-2011 school year.

Theme 2 – Student Support

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

Action – Implement DanversCARES goals for 2009-2010

Strategy - Reduce Access to Alcohol through Social Marketing Campaigns and Prevention education to parents and youth.

Accomplishments -

- “Super Hero” multi-community PSA (Ongoing)
- Participation in Red Ribbon Week and Day at DHS & HRMS (October 2009)
- Parent Enrichment Series (Ongoing)
- Providing Training to Faith Based organizations (January 2010)
- Generations Project – intergenerational prevention documentary (January – April)

Strategy - Change the community norms regarding the perception of underage alcohol use by encouraging parent disapproval, providing alternative and substance free events for our youth and working with community licensees (liquor stores and other outlets) to ensure proper compliance to age restriction.

Accomplishments -

- Parent Enrichment Series (Ongoing)
- Youth Night (June 2010)
- Tailgate event at last HS football game (November 2009)
- DC staff received “train the trainer” compliance check training to educate local area law enforcement (October 2009)
- “Who’s Kid is it?” – Social Marketing campaign (April-June 2010)
- Pre-Prom Campaign activities – Caira Filler presentation for parents and students, continued support of SADD and Project Graduation (April-June, 2010)

Strategy - Maintain visible enforcement by teaming with local law enforcement to conduct compliance checks, maintain Party Patrols, Cops in Shops and Shoulder Taps and ensure that businesses serve and sell alcohol responsibly.

Accomplishments -

- Quarterly compliance checks of all retail and restaurant alcohol providers (ongoing)
- Prom Time, Graduation time and special event Party Patrols (Ongoing)
- “Shoulder Tap” compliance strategy scheduled for July

Please refer to DanversCARES website, www.danverscares.org for more detailed information.

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

Accomplishments – All seven schools made progress in addressing their school council goals. Overall, the themes of student safety, student achievement data and school

culture were evident in the school council plans. At the elementary level, the major work was the implementation of the Olweus bullying prevention program. Also, Riverside Elementary School was our first school to receive NAEYC accreditation for our full day kindergarten program. This process will continue to all five elementary schools. At the middle school level, accomplishments include an administrative mentoring program for at-risk students, a revised grading policy and the implementation of common assessments. At the high school level, accomplishments include further clarification of the schools mission and expectations as part of the NEASC accreditation process, and additional student leadership and vocational/work-based learning opportunities. Finally, at all three levels, the student handbook was revised to be more consistent from K-12 and to be more accessible for parents and students.

Further detail is provided in the annual report of school council accomplishments at the August School Committee meeting.

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

Action - Through the largesse of the Tower Foundation Data Driven Instruction Grant, all administrators will work with consultant Ron Walker to look at our curriculum and student achievement through the lens of cultural awareness and proficiency.

Accomplishments - The administration continued meeting with town-wide diversity committee bi-monthly. The GLBT club and multi-cultural club continued at DHS. DHS students worked with Thorpe and Smith students to teach Spanish. Tower Foundation work is forcing teachers to look at disaggregated data and the achievement of low-income subgroups. Professional development scheduled with administrators and Ron Walker regarding cultural proficiency.

This year, we emphasized the plight of homeless students and their particular learning needs. We offered professional development to teachers in partnership with Ginny Sidmore, member of the Danvers Town-wide Diversity Committee. Under the leadership of Town Manager Wayne Marquis and Superintendent Lisa Dana, we met monthly with police, fire and state officials to coordinate an approach to assist our homeless population.

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

Action – Implement revised 2009-2010 school calendar with nine early release days

Accomplishments - The district has successfully implemented the first year of the early release days from October, 2009 through June, 2010. Each school continued the work of looking at data and student work and implementing plans as part of a professional learning community. Please refer to Theme 1 for the summary of the data work that is the focus for the professional learning communities at each school.

Theme 4 – Human Resources

Goal 5 - Ensure consistency of performance planning, evaluation, and ongoing feedback for all employees that address the high and clearly articulated expectations of the school system.

Action – Administration will hold one another accountable for precise, timely and focused feedback to teachers in the formal evaluation process. Expectations will center on the goals of the Strategic Plan and district goals for student achievement and improvement.

Accomplishments - All evaluations were read and signed off on by the Assistant Superintendent. Questionable evaluations led to a meeting with the Assistant Superintendent and the administrator regarding the continued viability of employment of the staff member. Administrators used the template taught to us by Research for Better Teaching in order to unify the evaluation criteria. All administrators, teacher aides, secretaries and nurses were also evaluated.

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 funding agreement and construction in conjunction with MSBA

Accomplishments - The DHS project made tremendous progress during the 2009/2010 school year. The fall was spent securing the funding for the project. The MSBA board voted to reimburse Danvers at 56.11% and the Danvers Town Meeting voted to support the funding for the total project. The spring was devoted to preparing the Dunn wing for occupancy in September of 2010, to moving the DHS faculty to the Dunn Wing and to preparing the DHS north and south core for demolition. At the same time, the architects continued the design process so that the project can go to bid in the fall of 2010.

Theme 6 – Communication, Partnership and Planning

Goal 3 – Continue and strengthen collaborations and partnerships with community organizations and town officials

Action – Outreach to all community groups and develop survey.

Accomplishments - During this year, the district increased our outreach to the community. Most of the communication centered on the Danvers High School Project with meetings, voice messages, emails and an insert in the Electric Company mailing. We also continued the “Sitting In” Articles in the Danvers Herald on a monthly basis.

Additionally, a monthly ConnectED message was sent to all parents with information about district parent programs including DPACES, PACE and DanversCARES. At the high school level, student groups served the seniors during their Thursday dinners and

at the elementary level, Kiwanis began a program, B.U.G. awards, to focus on bringing up a student's grade.

During the winter/spring, the district researched types of surveys to annually collect feedback related to the community's relationship with the schools. The middle school piloted a survey on school culture with parents, teachers and students at the June portfolio early release day. The district has decided to contract with a perception management company to provide a coordinated system of surveying the community, parents, teachers and students.

Theme 7 – Budget and Finance

Goal 2 – Access alternative sources of funding to support and enhance the school district's traditional funding sources

Action – Implement DEEP's 2009-2010 goals

Accomplishments - The following are the major accomplishments and events for DEEP. From the consultants report, the DEEP board developed a timeline to implement new visibility, membership and funding.

- The DEEP consultant conducted personal interviews with key executive committee members to learn about the history of the organization.
- The consultant had a "brain storming" session with the entire DEEP executive committee.
- The consultant reported out to the DEEP executive committee in May as to the possible sources of funding to enhance the 2011 school budget.
- DEEP hosted the annual Food & Wine Tasting.
- DEEP Corporate Partners, (Simon Mall), sponsored the first DEEP Spelling Bee featuring students from the Danvers Public Schools.
- DEEP hosted the annual Hall of Honor Ceremony.
- DEEP Corporate partners, (Simon Mall), held a Prom Fest fashion show on March 5, 2010, which was a huge success. Once again, funding from it was donated to the DEEP endowment fund.
- Multiple DEEP Teacher Grants were awarded at the April school committee meeting, the purpose of which was to provide funding to individual and groups of teachers, to further enhance the curriculum offerings within the Danvers Public Schools.
- The DEEP Sponsorship Levels, from individual to multiple corporate levels have been reinvented by the membership committee. The sponsorship levels were unanimously passed at the June executive board meeting, and can best be described as the following:
 - Gold Sponsorship \$1,000
 - Silver Sponsorship \$500
 - Bronze Sponsorship \$250
 - Family Sponsorship \$25
 - Individual Sponsorship \$10
- The DEEP *Keys To Success Program* had another wonderful year with ten Danvers High School students vying for a certified used car from the Village Automotive Group, which has been a long-time corporate sponsor.

- The DEEP executive committee unanimously passed a motion funding the Danvers High School *DECA* students to proceed on to Louisville, Kentucky, to compete in the national competition.
- Ira Toyota partnered with DEEP, the purpose of which was to raise funds to assist with technology for the DHS project.
- The newly named DEEP Executive Committee has just been made public, which includes many new faces from local and national corporate vendors, and concerned Danvers citizens.
- The DEEP Web Page is being designed, and will be available to all via the Internet before the opening of school in September.

Continuation of FY09 Goals through the five years of the strategic plan

- Provide highly effective instruction through professional development
- Use multiple forms of assessment through data driven instruction
- Anticipate, plan and provide for the needs of all students through transition practices
- Identify, address and coordinate the intellectual, emotional, physical and social needs of all students through student support programs
- Build cohesive and consistent leadership through the curriculum support structure
- Ensure leadership and organizational structures support a continuous improvement process through professional learning communities
- Provide professional development through district's coordinated program
- Strengthen communication systems through comprehensive communication plan
- Provide greater stability to budgeting and planning processes through updated budget documentation