

FY11 District-Wide Goals Accomplishments

Theme 1 – Curriculum, Instruction and Assessment

Classroom instruction and assessment will be based on student achievement data and evidence-based practices.

Implementation Strategy – *Analysis of student achievement data both external and internal through the Using Data process will occur during teacher professional time, such as the monthly early release days, teacher common planning time, etc.*

Completion Date – *September 2010 – June 2011*

Who is Responsible – *Curriculum Directors, Principals, District Data Team Members, Teacher Leaders*

Success Measure – *Increase in the percentage of students scoring at or above proficient on the Spring 2011 MCAS tests and increase in the level of understanding of how to use student achievement data to inform classroom instruction*

We are continuing our work through the Tower Grant to implement data-driven instruction in the district. In collaboration with consultant Jennifer Unger, we held the three scheduled district data leadership team training days. On the first day in October, we reviewed how to use the data drill down protocol to revise the individual schools' student learning problems in light of the 2010 MCAS data. We also reviewed how to look at student work to verify the student learning problems. On the second day in February, we focused on how to verify causes of the student learning problems by consulting research. On the third day, we focused on how to verify causes of the student learning problems by collecting and analyzing additional local data. This data was not limited to student achievement but also the quality of the assessment task given to the students. The Verifying Causes phase prepares school-based data teams to develop a logic model/action plan for SY2011-2012.

Each school has applied the Using Data Process to address its student learning problem. All of the elementary schools have been utilizing the Using Data Process during the early release days to investigate student learning problems. Members of the district's data leadership team facilitate these days by utilizing the Using Data tools and protocols. The middle school utilizes the process during the English and math department meetings and in math/special education study groups. The high school utilized the process during the October and November professional time to examine special education achievement gaps. Spring 2011 MCAS Results will be presented in the fall.

Theme 2 – Student Support

Program Evaluations will be implemented for Sped-Inclusion, library, guidance and health services.

Implementation Strategy – *Review of each program using statewide guidelines and development of action plans*

Completion Date – *September 2010 – June 2011*

Who is Responsible – *Central Office and Curriculum Directors*

Success Measure – *Development of multi-year action plans based on each program's evaluation*

Sped-Inclusion - During the fall, Mary Murray, our strategic planning and special education consultant presented a proposal to central office for the program evaluation of K-8 inclusion. Her data collection consisted of visiting all five elementary schools, and Holton Richmond Middle School, meeting with faculty and reviewing documentation. She has met with central office administration throughout the process and provided the district with her report in February. The report was presented to the community at the March School Committee Meeting. A multi-year Action Plan will be developed with the new Director of Student Services.

Library - In accordance with the Massachusetts Board of Library Commissioners recommendations a survey of students, teachers and parents was conducted during the 2009-2010 academic year to evaluate library programs as part of the Library Media Center Long Range Plan 2011-2016. The survey data provided information that was used to set the library's long-term goals and objectives.

Goal being pursued in FY 2010-11:

1. To provide and promote opportunities to motivate students to read independently.
2. Pursue grants to create unique programming.

During the 2011 academic year over 65,500 books were checked out of the DPS elementary school libraries. In a unique program to encourage students at the Riverside school to increase their participation in the Massachusetts Children's Book Award (MCBA) reading contest, the Horace Mann insurance agency agreed to donate an iPad to the library if 25 students participated in the MCBA program. This program encouraged over 60 students to participate in this program and the library was awarded its first iPad.

Guidance - The Guidance Department at Danvers High School has adopted a School Counseling Data Report System developed by Carol J. Kaffenberger, Ph.D., Associate Professor Emerita at George Mason University. The program is comprised of four components to assist in the evaluation of programs and services. In building 21st century academic and employability skills, the four components assembled require counselors to propose a research question, collect data, interpret the findings and report the results and recommendations to the public.

For the 2010-11 school year, we will be examining four key areas were examined:

- * Parent utilization of the Naviance Program
- * Grade 9: Transition, Individual Personality Profiles and Early Career Awareness
- * Grade 10: Understanding of Interests and Connection with Career Paths and Clusters
- * Grade 11: Initial Post-Secondary Transition Planning

Parent utilization of Naviance is minimal (1-2%) for parents of Grades 9-11 students, and 27% for parents of Grade 12 students. Letters containing parent registration codes were mailed home in previous years for Grades 12-10. In June 2011 counselors generated individualized registration codes containing a direct link to access Naviance. This information was sent via email to parents of

students in Grades 9-11, and Class of 2015 parents will receive their registration codes via email in September 2011.

Throughout March, 2011 guidance counselors met with students in Grades 9-11 in small groups in the computer lab, and library, and provided career instruction. Counselors implemented the School Data Report System by creating grade level surveys students completed on Naviance.

Grade 9 students completed Naviance's initial career personality profile "*Do What You Are*". Grade 10 students connected interests and career exploration by completing the Naviance "*Career Interest Profiler*". Grade 11 students created a "*Game Plan*", an initial post secondary plan on Naviance. Approximately 95% of all students are registered, and 90% have completed career and post secondary assessments on Naviance.

On June 7-8, 2011 counselors held additional small group Naviance instruction for students who have not completed the surveys and assessments. This final data collection will allow counselors to more accurately analyze, interpret, report, and deliver services.

This instrument will continue to be applied to additional areas within the Developmental Guidance Program in the future. We believe this will provide us with measurable data to improve upon the delivery of services, student success and parent/community awareness.

Health Services - The nursing services provided by the Danvers Public Schools, comply with all recommended guidelines by the Massachusetts Department of Public Health. Each school is currently fully staffed (elementary – 1 FTE per school, secondary - 2 FTE @ HRMS and DHS). For the third FY the Danvers Public Schools shares in the "Essential School Health Grant" overseen by the Gloucester Public Schools. These funds vary each fiscal year (currently approx. \$3500 for FY 2011). These funds are allotted to supplement the current school health services. During the 2010-11 school year we reviewed various student health records management software programs. This process included contacting numerous school districts and surveying their preferred software programs. After carefully previewing the two most prominently utilized software programs these determinations evolved.

1) Those programs that are most frequently used in other districts are incompatible with Power School and therefore will not be considered as options.

2) The technology department would work closely with Power School developers as they employ their own version of a student health records management software program. If this program is used successfully in other districts, the Danvers Public Schools will follow suit.

Theme 3 – School Climate and Culture

The Massachusetts' May, 2010 Bullying Prevention and Intervention Law will be implemented.

Implementation Strategy –

- *District wide bullying prevention plan will be developed with input from staff, administration, parents (12/31/10)*
- *Olweus Bullying Prevention Program booster training, provided by Dr. Robin D'Antona (national Olweus trainer), will occur at each elementary school (12/31/10)*
- *Olweus Bullying Prevention Program training and program implemented at HRMS (03/15/2011)*

- *Evidenced based bullying prevention curriculum implemented in grades 3-10 (Michigan Model Health Curriculum) (9/10/10)*
- *DHS high school faculty trained in bullying prevention strategies (12/31/10)*

Completion Date – *See above*

Who is Responsible – *Superintendent and Director of Health, PE and Nursing*

Success Measure - *Bullying occurrences are reported and investigated as expected by Bullying Prevention plan and self-reporting incidences of bullying occurrences are reduced*

The Bullying Prevention Policy and Plan was approved by the DESE and was consistently implemented in all seven schools. Baseline data is being collected. As a district, we continue to have all teachers trained in bullying prevention strategies. During the fall full professional development day, the DESE presented to all teachers. The Olweus bullying prevention program expanded to the Holten Richmond Middle School and all elementary teachers were provided a second year of training. Also, Danvers High School has trained all faculty on strategies to recognize and prevent bullying behaviors. Finally, the health curriculum from grades 3-10 implemented bullying prevention with the Michigan Health Curriculum.

Cultural Proficiency professional development will be provided.

Implementation Strategy – *Training of all administrators in the understanding of cultural proficiency and the implementation of effective practices*

Completion Date – *June 2011*

Who is Responsible – *Danvers Administrative Council*

Success Measure – *Increase in the understanding of cultural proficiency and documentation of effective practices*

All administrators participated in a 24-hour course facilitated by Ron Walker, about the meaning of cultural proficiency and how it pertains to the classroom. We examined individual and collective biases. We talked about the lens through which we view students - and how our personal perspective translates into achievement (or lack thereof) for students. We examined issues of race, gender, sexual identity, socio-economic status and ability. Further work on cultural proficiency was conducted during our Observing and Analyzing Teaching II course with Deb Reed from Research for Better Teaching.

All seven schools will strengthen their professional learning communities.

Implementation Strategy – *Continue to utilize early release time and common planning time to foster collaboration among the faculty and grade-level discipline teachers. The Teacher Leaders and Data Team members will guide and facilitate their colleagues through this work.*

Completion Date – *Ongoing through June 2011*

Who is Responsible – *Principal, Assistant Principals, Curriculum Director, Teacher Leaders, Data Team Members,*

Success Measure – *Increase the level of meaningful collaboration among members of school communities and grade-level or course-alike teacher as measured by School Climate surveys*

Danvers High School - DHS is moving toward a more student-centered culture through an enhanced focus on academic achievement. We have instituted honor roll assemblies to celebrate those students who achieve such status. Each student receives a certificate and individual names are called by class. We are planning a more cohesive transition to 9th grade plan. We have reinstated Faculty Council, a monthly forum for teachers to bring operational and work issues to administration for support and problem solving.

No formal work was completed to establish PLC's at Danvers High School during the 2010-2011 school year. Instead, we focused on high academic expectations for all through the implementation of the Massachusetts Math and Science Initiative (MMSI). A memorandum of understanding was signed on June 30th. MMSI will hopefully allow for the formation of content based PLC's through the intensive professional development offered.

Holten-Richmond Middle School - The Holten-Richmond Middle School analyzes three different sources of survey data to measure the level of collaborative practices among teachers at our school.

The first survey, a School Climate Survey, was administered in June 2010 to students, parents, and staff with 86% participation rate (60 out of 70 teachers responding). The following results were noted in the area of collaboration among the faculty (scored on a 1-strongly disagree to 5-strongly agree scale):

- **I work with people who treat me with respect = 4.4**
- **I work with people who listen if I have ideas about doing things better = 4.3**
- **My administrators support shared decision making = 3.9**
- **My administrators allow me to be an effective instructional leader = 4.25**
- **I believe quality work is expected of all the adults working in the school = 4**
- **Teachers in this school communicate with each other to make student learning consistent across grades = 3.75**

A second source, the K-12 Insights School Climate Survey, was administered in the fall of 2010 (results released in December 2010) with a 67% participation rate for staff. The following results were noted in the area of collaboration among the faculty:

- **Collaboration among teachers is encouraged at this school = 91%**
- **I feel respected and supported by the principal and other administrators at this school = 93%**
- **I feel respected and supported by other teachers at this school = 91%**
- **The school leadership encourages staff involvement in decision making for the school = 84%**

A third source, a Consensogram survey, was conducted at the start of school faculty meeting in September 2010 (and will be administered again at the beginning of school 2011) with 98% participation rate. The following results were noted in the area of collaboration among the faculty (scored on a 1-Not at all to 5-To a great extent):

- Faculty/staff members talk with each other about their situations and the specific challenges they face = 4.1
- Teachers share, observe, and discuss each others' teaching methods and philosophies = 3.3
- Teachers not only work together to develop shared understandings of students, curriculum, and instructional policy, but also produce materials and activities that improve instruction, curriculum, and assessment = 3.6

The Work of the HRMS Professional Learning Community for SY2011-2012:

The Holten-Richmond Middle School utilized its professional learning time to focus on two school-wide initiatives: (1) Olweus Bullying Prevention Program and (2) Universal Design for Learning (UDL). Training for the Olweus Program began in December 2010 and remained the focus of our professional learning community through April 2011. The implementation of the student program started in March 2011, and continued with additional monthly meetings during extended homeroom time. The goals of the monthly homeroom meetings were to introduce students to our school's anti-bullying rules and to engage students in developing an understanding of how these rules play out in school.

The Universal Design for Learning initiative kicked off the school year (August - November) and returned to as a focus during the May Early Release Day. All of the summer professional development time will be spent on developing stronger professional learning communities within our school (grade-level discipline, department and whole faculty) and using our professional learning communities to support the application of the UDL guidelines and principles in our curriculum and lesson development.

Great Oak School - The Great Oak elementary School continued its work as a professional learning community by learning more about ADHD and appropriate interventions. Our final faculty forum of the year was conducted by the school specialists and special education staff. It continued our research on effective classroom interventions for students with ADHD. The presentation was about Braingym, a research based and proven intervention that improves student attention and cognitive abilities through the use of specific movements and pressure points. Next year we will be expanding our work in the faculty forum model to include more meetings and more staff facilitation.

The Great Oak School also identified a new learning problem that we will be incorporating into our daily work and data days. This learning problem is the result of our continuing look at Special Education students and their performance *when they are in the classroom*. Faculty will be looking for strategies that will help them to help their students access the regular education curriculum and provide modifications that will improve their knowledge.

Highlands School - Highlands continues to make progress in the development and sustainability of our Professional Learning Community. The staff at Highlands has worked throughout this year to challenge and improve our collegial conversations, our dedication to academic excellence, our level of community outreach, and our commitment to those practices/methods that are in place to ensure student success. We continue to look for ways to improve and specific planning for the 2011/2012 school year reflect that commitment.

- 1) The Student Support Team at Highlands continues to be extremely well attended by all teaching staff. Feedback from presenting teachers and supporting teachers has been very positive
- 2) The Highlands' Data Team continued to support Data Driven Dialogue and Data Analysis. Their work extended to the development of a K-5 writing continuum that emphasizes high standards for teaching and learning.

- 3) **Cultural Proficiency remained the focus of Highlands' Monthly Meetings. The Highlands' staff agreed that the knowledge gained from this yearlong study would provide a solid foundation for our 2011/2012 focus of Strengthening and Designing Effective Inclusion Practices.**
- 4) **Beginning plans for peer reflection teams have been introduced and will be further developed for implementation in the fall.**

Riverside School - Early Release Days have given Riverside the opportunity to look at student work with the leadership of the Data team. The ability to study and analyze how our children are performing, where the strengths are, and where the gaps are is essential for students' success and achievement.

Riverside continued to work diligently with the Data Leadership team to focus on the Student Learning Problem. With the focus on Open Response, a conclusion was made that providing effective feedback for all students was an area of growth. Following the Data Driven Dialogue and protocol the faculty created steps as to how effective feedback would be meaningful and used purposefully in the classrooms. School Council decided that starting in October, Riverside faculty would begin its Professional Learning Community as Faculty Council. During these times, faculty will be collaborating and analyzing student work, creating rubrics for effective feedback, and sharing best practices. Parent Advisory Council will support this by allowing for Cultural Enrichment during these times beginning next fall next fall.

Riverside's focus was also to improve communication among all stakeholders. Using various avenues to communicate (Newsletters, ConnectEd, Email, School events) Riverside's community continues to be informed and aware of the many opportunities and happenings of the school.

Smith School – At Smith School, we continue to connect all professional learning time together. Early release days, Faculty Forums and faculty meetings each include review of student work, sharing of classroom progress and integrated efforts to refine instruction.

With a continued focus on mathematics, key vocabulary and consistent feedback are emphasized. Each grade level has established times and focus for review of student work.

Together, our professional learning moved into an intensive action plan phase once we completed our research confirming the value of mathematical vocabulary instruction. Research demonstrates student achievement rises significantly when vocabulary is clearly understood. The language of MCAS, Investigations and Common Core was analyzed to prioritize vocabulary at each grade level. Included in our analysis was the overlap of lists with each adjacent grade level to identify introductory, review and mastery vocabulary.

In April, teachers welcomed the Instructional Rounds team into their classrooms as we considered Smith's problem of practice surrounding the use of math vocabulary and effective feedback. The information gathered during this visit is being integrated with other data sources to guide our instructional plan for next year. Finally, as a whole staff, we are reading Choice Words, as we consider how our language affects children's learning.

Thorpe School – The majority of time designated to meet as a faculty is devoted to looking at various sources of student work, i.e. MCAS results, Unit Assessments from the Treasures curriculum, and a simulation of the fourth grade long composition.

Guided by members of the Data Leadership Team, members of the Thorpe faculty developed a *Student Learning Problem*, and devoted Early Release meeting time to *Cause and Effect Analysis*,

Verifying Causes through research and local data, Generating Solutions, and Building a Logic Model, Action Plan.

In April of 2011 Thorpe faculty held it's first Faculty Forum, going forward to be referred to as, **Critical Conversations**, and agreed to focus their professional learning during the 2011/2012 school year on **Motivation and Expectations**. Meetings were scheduled and grade level teams and specialists divided up the responsibility for each meeting.

Theme 4 – Human Resources

Professional development will be provided that is pertinent to our educational practices and to making informed decisions as well as meeting the principles of a high-performing team.

Implementation Strategy – *Continued implementation of the Using Data process in all our schools. This process emphasizes a collaborative approach for utilizing data to inform classroom instruction with the goal of producing a high-performing team*

Completion Date – *Ongoing through June 2011*

Who is Responsible – *Curriculum Directors, Principals, District Data Team Members, Teacher Leaders*

Success Measure – *Increase the level of collaboration among members of school communities and grade-level or course-alike teacher as measured by our School Climate and Using Data surveys*

Through the use of Professional Learning Communities, the district has implemented the Using Data Process during designated professional time (a combination of full day professional days, early release days, faculty meetings, and study groups). Each school has identified a student learning problem based on data, and the various schools are working on plans to address these problems. An overarching goal has been to address achievement gaps, particularly in special education. A variety of elementary school teachers have been involved in trainings designed to address student achievement. Special education teachers, reading specialists, and Title I teachers have participated in the Keys to Literacy training which focuses on improving the teaching of reading comprehension routines in grades one and two. The elementary schools are investigating different models of tiered instruction. They are committed to implementing best practice with all students and to intervening to prevent students from falling behind. The elementary reading specialists have been participating in a study group to investigate RTI (Response to Intervention) models. Finally, a group of ten elementary teachers has begun SEI (Sheltered English Instruction) training. These teachers will be trained in four separate categories, enabling them to teach ELL/ESL students more effectively.

Through a combination of summer professional development days and follow-up trainings, all middle school and high school teachers have received an introduction to Universal Design for Learning (UDL), a method that increases accessibility through curriculum design. The middle school is using the UDL guidelines to develop accessible lessons and is looking at student work to determine the effectiveness of those lessons. The high school focused on instructional strategies that benefit special education students. During the March and April early release days, the high school offered

additional training to teachers on strategies for addressing four categories of disability: attention deficit/executive functioning, autism spectrum, emotional/behavioral, and specific learning disability (math-based and language-based disabilities). During the May and June early release days, departments focused on instructional strategies relevant their content areas.

Theme 5 – Facilities and Technology

The District's Technology Plan will be implemented and assessed.

Implementation Strategy – *Follow the District's Technology Plan strategies for the areas of network infrastructure, technology integration support, hardware maintenance, software acquisition, and professional development*

Completion Date – *June 2011*

Who is Responsible – *Technology Director and technology staff*

Success Measure – *Meeting the benchmarks outlined in the District's Technology Plan*

The following goals listed in the 2010-2015-district technology plan have been accomplished:

Networking and Infrastructure Goals

- **CIPA compliant filtering at all schools**
- **Improved server/software for monitoring network traffic activity for diagnostics**
- **New VOIP telephone system for all phases of the new high school project**
- **Provide a Meal Magic server as part of the new high school project**
- **Provide Meal Magic service to the new high school and the elementary schools**

Hardware Goals

- **Upgrade all secretaries and nurses computers**
- **Provide LCD projectors for high school teachers**
- **Provide interactive white boards for high school teachers**
- **Upgrade all high school library computers**
- **Upgrade all the elementary school's library patron computers**
- **Upgrade computers of all secretaries and nurses**

Administration Goals

- **Purchase the latest upgrade for PowerSchool, the student information management system for state reporting requirements**
- **Provide updated computers for administrators to facilitate leadership in the school district**
- **Incorporate all staff who create purchase orders into the town purchase order system**
- **Imbedded standards based report cards in the elementary schools, including scheduling and parent access.**
- **Utilize and support My Learning Plan for tracking professional development activities for K-12 staff**

Software Acquisition Goals

- **Update student applications to OS X**
- **Provide subscriptions to services like ALEKS and Study Island, for self-directed learning**

Professional Development Goals

- **Train staff in using all features of the PowerSchool and PowerGradeBook**
- **Train Danvers High School Student Support Services Staff on use of Shared Calendar.**

Ongoing Activities:

Administration Goals

- **Provide time sensitive notification to the Danvers community with Connect Ed, utilizing telephone and email features**
- **Explore the use of the state data warehouse for analysis of standardized test scores**

Software Acquisition Goals

- **Continue subscriptions for plagiarism prevention software**
- **Continue subscriptions for Curriculum Mapping software to document teacher lessons, goal and activities**
- **Continue to update existing software packages for teacher/student productivity**
- **Continue to purchase appropriate software titles for students and staff**

Professional Development Goals

- **Continue to assist teachers in the development of strategies and activities in the use of technology to support the needs of all students**
- **Provide professional development opportunities for the acquisition of technology skills**
- **Provide training for all staff in appropriate applications**
- **Provide training for teachers in emerging technologies, such as Web 2.0, Google Apps, Moodle, cloud computing, and electronic collaboration**

Student Outcomes Goals

- **Provide opportunities for students to take on-line courses through our membership in Virtual High School**
- **Utilize skills assessment management software to track student progress**

Theme 6 – Communication, Partnership and Planning

The district will implement a coordinated process to collect feedback from teachers, students, parents and community members and plan for increased parent participation.

Implementation Strategy – *Partner with K12 Insights for a district-wide implementation of coordinated community feedback and presentation of data*

Completion Date – *September 2010 – June 2011*

Who is Responsible – *Central Office*

Success Measure – *Increase in the data collected that is aligned with the success measures of the district's strategic plan and increase in the level of understanding of how to use community feedback data to inform next steps for the district*

The Danvers Public Schools has contracted with K12 Insights to conduct a systematic and coordinated approach of providing the district will data regarding the success measures of the district's strategic plan, 2008-2013 and the overall picture of how the school community views the district. Over the course of the year, eight surveys were administered. The administrators took an "opening of schools" survey in September and an annual satisfaction survey in May. In November/December, parents, students and faculty were asked to provide feedback on the Site level (School) Climate Survey and in May, parents, faculty and community members participated in a District level (Central Office) Survey. Additional, faculty gave feedback on four additional surveys – employee engagement, new hire mentoring, professional development and exit. Administration is analyzing the data and sharing with the community.

Theme 7 – Budget and Finance

A multiple year budget will be developed for prek-12 technology. The plan will include a partnership with DEEP and grant writing to support technology in the new DHS.

Implementation Strategy – *Review of district –wide technology needs and research of grant opportunities and DEEP sponsored initiatives*

Completion Date – *May 2011*

Who is Responsible – *Central Office and Technology Director*

Success Measure – *Increase in grant funding, business partnerships and budget funding for a multi-year district-wide technology budget*

A multiple year budget was developed for prek-12 technology. The plan included a partnership with DEEP and grant writing to support technology in the new DHS.

- **Three year Technology Department Personnel plan has been developed.**
- **Three year Technology Hardware plan has been developed.**
- **Worked with DEEP grant writer to support technology in the new DHS has begun.**
- **DEEP Technology Campaign case statement has been developed.**
- **Five Technology Campaign proposals prepared.**
- **DEEP Technology Grant Proposal for 1 Business Tech Lab funded by the Danvers Bank Foundation.**
- **Three pronged DEEP Technology Campaign begun including a Community Campaign, Foundation Grant Campaign and a Corporate Giving Campaign.**

Continuation of FY10 Goals through the five years of the strategic plan

The DHS renovation project will be ongoing with 2013 completion date.

The Danvers High School Renovation Project is well under way. Construction is on schedule and it is anticipated that the field house will be completed for occupancy on January 1, 2012. The academic

and science wings will be completed for occupancy on April 16, 2012. All Central Office staff and Curriculum Center staff as well as three teachers displaced as a result of the Dunn wing closing will be accommodated with temporary space in the newly renovated building.

Members of the School Department continue to attend weekly construction meetings to help coordinate various aspects of the project with the General Contractor and the Department of Public Works.

A subcommittee of Danvers High School teachers has been established to evaluate furniture and other items to be purchased for all classrooms and instructional areas.

A complete inventory of all items in the Dunn wing has been compiled. Determinations are being made on items to be moved or discarded. The furnishing committee met once in May and twice in June with the design team from DiNisco Design Partnership.

Meetings are also being held with all elective subject area teachers including art, chorus band, business, television production, physical education, special education and the librarian to review detailed plans for these spaces.

Schools will implement their school improvement plans with their school councils.

Accomplishments to be presented at August 2011 School Committee meeting.