

Danvers High School Improvement Plan 2024-2025

Goal: Student Achievement (Coherent Curriculum, Instruction and Assessment)

GOAL #1: Danvers High School will ensure that all students have access to high-quality instruction that centers around real-world problem-solving and seeks to create a culture of learning, feedback, and iteration.

Measures: MCAS, [VOCAL DATA](#), AP Exam Scores, Implementation of HITT Strategies in all 28 PLCs, localized data, graduation outcomes

Implementation Strategies	Time	Who	Resources/Metrics	Current Status
Peer-to-peer observation (general educators & special educators) Design and implement a teacher-to-teacher observation system emphasizing high-impact teaching moves and the use of applied learning activities, lessons, and curricula.	September Learning and October Implementation	DHS Faculty and Administration	Instructional Environment The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning. Observation reports	This is a new initiative at DHS.
High-Impact Teacher Teams Grade-level PLCs will design and analyze formative and summative assessments with a focus on subgroup performance (CRPLA recommendation).	September 2024-June 2025	PLC'S	Instructional Environment The extent to students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning. Course assessments, midterms, and final exam data	There are 28 PLCs w/ facilitators at DHS. CPT is scheduled for all groups.
Collaborate with the One8 Foundation to implement Applied Learning Strategies across all curriculum areas. ○ Real-world problems ○ Content and soft skills ○ Iteration and persistence ○ Collaboration and communication	September 2024-June 2025	DHS Administration	Instructional Environment The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning.	DHS participated in year one of the inspiration program, ALLI Summer Leadership Institute, Leaders Event in August, and Year 2 of the ALLI Program.

○ Professional framing			One8 resources, pilot data	
Continue to expand high-quality coursework including more AP, PLTW, and manufacturing courses.	September 2024-June 2025	DHS Administration, Guidance, Faculty	Instructional Environment The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning. Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life. Program of Studies	_____ students take at least one AP or PLTW course.
Update WIN Block & MTSS Structures to meet the identified individual needs of all learners.	September 2024-June 2025	Community block committee, MTSS committee	Instructional Environment The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning. Community block committee reports and updates	These are ongoing initiatives at DHS. All grade 9 students receive instruction in executive functioning skills.

Goal: Safe and Supportive Schools

GOAL #2: DHS will ensure a safe and positive school learning environment that meets all students' needs through policy and individual student supports

Measures: [VOCAL DATA](#), attendance data

Implementation Strategies	Time	Who	Resources	Current Status
Continue to adjust community block assignments based on student needs and student interest areas.	September 2024-June 2025	Community Block Committee, DHS Administration, CB Leaders	Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life. Community block committee updates and reports, student and staff surveys	Community block is in year 4 of existence. Practices are reviewed monthly by the committee.
Implement the SmartPass system and update the attendance policy with more accountability for unexcused absences.	August 2024 learning and September 2024 implementation	DHS Administration, DPS Technology	Physical Safety The extent that students feel physically safe within the school environment. Attendance and Smartpass Data	This is a new program for DHS.
Design and implement entrance/exit protocols for our TLC, DRIVE, and Credit Recovery programs.	September 2024-June 2025	SST Team, program staff	Mental Health Environment The extent that students have access to support systems that effectively support their social,	A revised process has been submitted to the DHS Administration.

			emotional, and mental health well-being. Referral data	
Strengthen our understanding and use of restorative work within the school and classroom communities (CRPLA recommendation)	September 2024-June 2025	DHS Faculty and Administration	Discipline Environment The extent that discipline is fair, applied consistently and evenly, and shared responsibility among staff, teachers, and students. Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	This is an ongoing initiative at DHS.
Train and implement the new IEP format and structures.	June 2024-July 2024	Student Services	Instructional Environment The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning.	Initial training has been completed and new forms will be shared with the remaining DHS faculty and staff.

Goal: Sense of Belonging (DIVERSITY, EQUITY AND INCLUSION)

GOAL #3: DHS will create and maintain an environment in which all students feel connected, have membership in smaller communities with the larger school, and emphasize that all student voices are heard and honored. Measure: VOCAL DATA(Monitor and evaluate student sense of belonging through the use of Community Block surveys and the Grade 10 VOCAL Survey, Student activity participation rates (80%))				
Implementation Strategies	Time	Who	Resources/Metric	Current Status(
Increase the number of students accessing activities, athletics, passion projects, and curricular groups to 80%. -establish baseline data from SY 23-24 -take data for each season and fall club sign-ups -increase communication about opportunities for students and families	September 2024-June 2025	DHS Athletics, DHS Cocurricular Advisors, DHS Student Leaders	Emotional Safety The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students. Participation data for SY 24-25	Current athletics data shows approximately a 50% participation rate for SY 23-24. Performing Arts numbers include 50 students in our choral program, 41 in our theater program, 66 in the marching band, 63 in concert band, and 25 in jazz band.
Complete Student/Teacher Relationship Mapping by conducting an activity in which students identify one “trusted adult at DHS” and engage in subsequent outreach for students who do not identify a connection (CRPLA recommendation)	December 2024 March 2025	DHS Faculty and Staff	Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	We have not collected data on this topic.
Strengthen formalized collaboration with HRMS through set meetings, connect curricula, and participation of HRMS students in DHS programs and activities.	September 2024-June 2025	DHS and HRMS Administration	Relationships The extent students feel there is a social connection and respect between	HRMS and DHS have begun working together on a variety of topics.

			staff/teachers and students, and between students and their peers.	
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