

## Danvers Elementary Improvement Plan 2024-2025

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

| <b>GOAL #1:</b> By June 2025, 85% of PreK-5 students will read at grade level, as measured by the composite score on DIBELS ( <i>PreK will use EOY Assessment from Three Cheers</i> ).                                                                                                                                                                                                                                                                              |                                                                                  |                                 |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Implementation Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Time</b>                                                                      | <b>Who</b>                      | <b>Resources</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Current Status</b>                                                                       |
| <p>All students, PreK-5, will engage in universal instruction that focuses on the implementation of the district's core curriculum and is differentiated to ensure that it meets the needs of students.</p> <p>This includes both systematic, explicit phonics instruction and the development of oral language, vocabulary and background knowledge.</p>                                                                                                           | Daily Word Reading and Language Comprehension Blocks                             | All Students                    | <p>Three Cheers for Pre-K</p> <p>Heggerty Phonemic Awareness</p> <p>95% Core Phonics</p> <p>Fishtank English Language Arts</p>                                                                                                                                                                                                                                                                 | Daily Word Reading and Language Comprehension Blocks are part of the elementary schedules.  |
| <p>Teacher teams will work collaboratively to implement a Multi-Tiered System of Support for Reading.</p> <ol style="list-style-type: none"> <li>1. Implement a universal tier of instruction (see strategy above)</li> <li>2. Based on screening and diagnostic data, all students will receive intervention, prevention or extension instruction four times a week.</li> <li>3. Teacher teams meet weekly on Wednesdays to learn and plan instruction.</li> </ol> | <p>MTSS Block</p> <p>Weekly Wednesday Meetings</p>                               | All Teachers                    | <p>95% Core Phonics Program</p> <p>Phonics Lesson Leveled Library</p> <p>mCLASS Data System</p> <p>Common Agenda</p>                                                                                                                                                                                                                                                                           | The elementary schedules supports the MTSS Blocks and Wednesday Weekly Meetings             |
| Teachers, with the support of the district, will work with families to share early literacy screening data in a manner that is accessible to all families.                                                                                                                                                                                                                                                                                                          | Beginning, Middle and End of the School Year                                     | K-5 Students and their Families | mCLASS Early Literacy Assessment (DIBELS 8th Edition)                                                                                                                                                                                                                                                                                                                                          | Family Letters (generated by mCLASS) are shared three times a year.                         |
| The district will provide continued professional learning in the area of literacy instruction.                                                                                                                                                                                                                                                                                                                                                                      | <p>Study Groups</p> <p>Early Releases</p> <p>Wednesday Common Planning Times</p> | All Teachers                    | <p><i>Know Better, Do Better: Comprehension: Fueling the Reading Brain With Knowledge, Vocabulary, and Rich Language</i> by David Liben</p> <p><i>Shifting the Balance, Grades 3-5: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom</i> by Cunningham, Burkins and Yates.</p> <p><i>Differentiating Phonics Instruction for Maximum Impact</i> by Wiley Blevins</p> | Literacy Instruction will continue to be a focus of professional development opportunities. |

### **Goal: Safe and Supportive Schools**

***All students in the Danvers Public Schools feel that they are safe, they belong, and they are valued in their school and learning communities (Inclusive pedagogy).***

**GOAL #2:** Danvers administrators, faculty and staff will create safe and supportive learning environments and schools for students so they feel safe, seen, valued, heard and they belong.

Measure: The district will use two measures - the VOCAL data (from MCAS)

- *VOCAL data: Each school in the Danvers Public Schools will continue to see an increase in one of the Dimension scores - School Climate, Engagement, Safety, and Environment in addition to the following prompts:*
  - *Teachers, students, and the principal work together to prevent (stop) bullying.*
  - *Students at school try to stop bullying when they see it happening.*
- *Panorama School Based Survey*

| <b>Implementation Strategies</b>                                           | <b>Time</b>              | <b>Who</b>                            | <b>Resources</b>                                                                         | <b>Current Status</b>                                                                                      |
|----------------------------------------------------------------------------|--------------------------|---------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| All staff communicate a welcome to families within the month of September. | September 2024           | All staff                             | Gmail<br>Reach My Teach<br>ConnectEd<br>Phone call/email                                 | Expectations will be set at the first faculty meeting.                                                     |
| Proactive communication to families regarding positive efforts.            | September 2024-June 2025 | Principal                             | Gmail<br>Reach My Teach<br>Phone Calls/emails                                            | Discussion of potential strategies and tracking communication have been discussed.                         |
| Sense of Belonging team works to support staff at Administrative meetings. | September 2024-June 2025 | Sense of Belonging Team               | Common Agendas<br>CASEL<br>Open Circle<br>Administrative Meetings<br>Zones of Regulation | Sense of Belonging Teams meet both at a school based level and across the district, multiple times a year. |
| School wide community building assemblies.                                 | September 2024-June 2025 | Principal<br>Sense of Belonging Teams | Schoolwide Expectations<br>Core Values<br>Sense of Belonging Themes                      | Each building holds a monthly community gathering to promote sense of belonging.                           |

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

***By June 2025, Provide professional learning for all educators to use instructional techniques that support student learning for all learners in an inclusive, emotionally supportive, and culturally responsive way.***

**GOAL #3:** Danvers administrators, faculty and staff will work collaboratively to build relationships, value and affirm diverse identities, and create opportunities for engagement for students and their families.

Measure:

The district will use two measures - the VOCAL data (from MCAS)

- *VOCAL data: Each school in the Danvers Public Schools will continue to see an increase in one of the Dimension scores - School Climate, Engagement, Safety, and Environment in addition to the following prompts:*
  - *Teachers, students, and the principal work together to prevent (stop) bullying.*
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| Implementation Strategies                                                  | Time                     | Who                                   | Resources                                                                                                                                                                    | Current Status                                                                                                                            |
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| School wide community building assemblies.                                 | September 2024-June 2025 | Principal<br>Sense of Belonging Teams | Schoolwide Expectations<br>Core Values<br>Sense of Belonging Themes                                                                                                          | Each building holds a monthly community gathering to promote a sense of belonging.                                                        |
| Morning Meeting/SEL Block                                                  | September 2024-June 2025 | All staff and students                | Common Agendas<br>CASEL<br>Open Circle<br>Administrative Meetings<br>Zones of Regulation<br>Schoolwide Expectations<br>Core Values<br>Sense of Belonging Themes<br>ADL Units | Students will participate in a daily morning meeting that incorporates diversity, equity and inclusion as part of the morning activities. |