



DANVERS PUBLIC SCHOOLS

DISTRICT STRATEGIC PLAN 2025-2030

Mission of the Danvers Public Schools

Creating a supportive environment where all learners thrive

Vision of the Danvers Public Schools and Portrait of a Graduate

The Danvers Public Schools envisions graduates who are adaptable, resilient learners, empowered to thrive in a complex and ever-changing world.

We believe all learners are capable and deserve a supportive, safe, flexible, and equitable learning environment—one that nurtures curiosity, creativity, and perseverance while honoring students' diverse backgrounds, cultures, and identities.

Our graduates will be:

-  **Compassionate Citizens** - *Act with empathy, integrity, and responsibility while valuing human connection, community, and ethical decision-making.*
-  **Resilient Problem Solvers** - *Persevere through challenges, adapt to setbacks, and apply strategies to find thoughtful, practical solutions.*
-  **Effective Communicators** - *Express ideas clearly and listen actively, showing respect and empathy for diverse perspectives and purposes.*
-  **Skillful Collaborators** - *Work productively with others, appreciate diverse viewpoints, and contribute meaningfully to shared goals.*
-  **Transformative Thinkers** - *Analyze information deeply, generate innovative ideas, and approach problems with curiosity and imagination.*

Theory of Action - Danvers Public Schools

If the Danvers Public Schools Administrators, Teachers and Staff...

- believe that all students can and will learn at high levels
- promote a safe and supportive learning environment that meets the needs of all learners
- provide engaging and student-centered learning experiences

Then students of Danvers Public Schools will reach their full academic and social potential and empowered to contribute meaningfully to global society.

Strategic Priorities/Objectives - Danvers Public Schools

Teaching and Learning	Schoolwide Systems and Structures	Family and Community Partnerships	District Procedures and Policies
<i>Strengthen and align a coherent, PK–12 standards-based curriculum that is student-centered, culturally responsive, and designed to support all learners.</i>	<i>Design and implement schoolwide systems and structures that actively support inclusive, high-quality learning environments for all students.</i>	<i>Develop and strengthen proactive, inclusive efforts that foster meaningful relationships among families, schools, and the broader community.</i>	<i>Develop and maintain efficient, cohesive district systems, operational structures, and student support services that meet the needs of all learners by fostering strong partnerships with schools, municipal leaders, and the community to ensure sustainable funding, facility upgrades, and effective staff hiring practices.</i>

Pillar #1: Teaching and Learning - *Strengthen and align a coherent, PK–12 standards-based curriculum that is student-centered, culturally responsive, and designed to support all learners.*

Subgoal	Actions	Potential Performance Indicators
1.1 Curriculum Alignment & Review	Develop a vertical approach to review and align specially designed programs and resources. 1. Align English Languages Arts curriculum, instruction and assessment in grades PreK-8. 2. Continue the alignment of Mathematics curriculum, instruction and assessment - grades 6-11. 3. Develop and implement Portrait of a Learner competencies in grades PreK-12. 4. Develop and implement a comprehensive, tiered PK–12 social-emotional learning curriculum that includes support systems for mental and behavioral health.	Improved student performance on both classroom, local and state measures. Improved student performance on both classroom, local and state measures.
1.2 Tiered Instruction	Continue to strengthen our MTSS systems and structures for academics, SEL, Behavior and Mental Health across the district. 1. Implement and communicate school wide behavior expectations to students and families 2. Develop tiered interventions for school wide behavior expectations to create an efficient and effective Multi-Tiered System of Supports (MTSS). 3. Develop and implement a comprehensive, tiered PK–12 social-emotional learning curriculum that includes support systems for mental and behavioral health and used strategically in the MTSS for Behavior. 4. Continue to deepen and strengthen existing Multi-Tiered System of Supports (MTSS) for academics at all levels.	Decreased achievement gap in our data for subgroups of students and reduced number of students requiring special education services.
1.3 Professional Learning	Implement sustained, high quality, goal driven professional learning that leads to increased implementation of evidence based practices. 1. Connect learning walks with instructional priorities for professional learning. 2. Implement the 2024 Classroom Teacher Rubric for Educator Evaluation and connect our professional learning with this rubric. 3. Develop training for Instructional Assistants in instructional supports for the students including specific strategies for supporting students with disabilities and English language learners.	Improved student performance on both classroom, local and state measures.

1.4 Applied Learning	Embed authentic, applied learning experiences that center around our Portrait of a Learner competencies: 1. Compassionate Citizens 2. Resilient Problem Solvers 3. Effective Communicators 4. Skillful Collaborators 5. Transformative Thinkers	Improved student engagement and ownership of their learning as measured by student and teacher surveys.
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Pillar #2: Schoolwide Systems and Structures - Design and implement schoolwide systems and structures that actively support inclusive, high-quality learning environments for all students.

Subgoal	Actions	Potential Performance Indicators
2.1 Implementation of Schoolwide Expectations	Create consistent schoolwide systems that support social and emotional learning, and PBIS (Positive Behavioral Interventions and Support). This includes clear restorative discipline practices with a focus on developing core SEL competencies. 1. Functioning Tier 1 PBIS team analyzes the baseline fidelity and discipline data housed in SWIS to inform school plans and professional learning needs. 2. Develop a clear plan for sustaining Tier 1 with strong SEL curriculum and building Tier 2	1. Results of pre/post Tiered Fidelity Inventory 2. Decrease in administrator/office referrals 3. Decrease in chronic absenteeism. 4. School-wide behavior matrix is visible and used across all environments (classrooms, hallways, buses, etc.).
2.2 Consistent Operations	Ensure consistency both vertically and horizontally across the district. 1. Ensure equitable access to instruction and services across the district by effectively scheduling staff and maximizing the use of all available resources, including personnel, time, and funding. 2. Align safety practices and procedures across DPS to further support safe and supportive learning environments 3. Increase structures and vertical coordination around social, emotional, behavioral, and safety/security supports.	● Reduction in scheduling conflicts ● Annual review and reallocation of resources based on updated student need data.
2.3 Consistent MTSS	1. Implement a comprehensive, tiered PK–12 social-emotional learning curriculum that includes support systems for mental and behavioral health. 2. Provide explicit and embedded SEL instruction in PK-12 classrooms by teachers and counselors. (wouldn't this be part of the bullet above?) 3. Leveraging teacher leadership teams to establish well defined indicators of Tier 1 instructional and behavioral interventions.	● Reduced numbers of initial special education referrals as an indicator of strengthened MTSS processes ● Use of SEL and Mental Health universal surveys and screeners to identify strengths and areas of growth.

	4. All teams engage in data cycles to progress monitor and respond to the academic, social, and emotional needs of students. 5. Develop consistency in SST processes and procedures across the schools-delete bc SST is part of MTSS.	
2.4 Teacher Leadership	1. Create leadership pathways for staff in curricular and co-curricular areas. 2. Develop and cultivate teacher leadership through strategic professional development and instructional leadership teams at each school. 3. Establish mentoring and coaching structures to support the growth of educators. 4. Maximize the structured time of professional learning community (maybe delete this one?)	5. Feedback from Staff surveys 6. Increase number of Teacher leadership opportunities

Pillar #3: Family and Community Partnerships - Develop and strengthen proactive, inclusive efforts that foster meaningful relationships among families, schools, and the broader community.

Subgoal	Actions	Potential Performance Indicators
3.1 Stakeholder Engagement	1. Ensure all communications (website, text, phone, email, mail) are accessible and translated into home languages. 2. Conduct regular surveys and focus groups to gather input from parents, students, and community partners. 3. Schedule engagement events (e.g., family nights, town halls) at varied times to accommodate work schedules. 4. Partner with community-based organizations to host events at familiar, accessible locations.	● Increased participation rates in school events and surveys. ● Percentage of families receiving communication in their preferred language. ● Number of feedback opportunities offered annually. ● Number of community partnerships actively engaged.
3.2 Community Trust and Transparency	1. Publish school and district updates regularly via newsletters, websites, and social media. 2. Encourage increased family participation in school and district advisory committees—including the monthly Superintendent’s Advisory Council—to ensure diverse stakeholder representation and gather meaningful feedback on school and district initiatives. 3. Ensure families know who to contact with questions or concerns and receive timely responses. 4. Recognize and share positive student and staff accomplishments.	● Frequency of communication updates shared with families. ● Number of families involved in advisory groups and/or committees. ● Positive stakeholder perception data around trust and transparency. ● Attendance at advisory/committee meetings, feedback sessions or public forums.
	1. Offer transportation, child care, and interpretation for most school-sponsored family events.	● Percent of events offering translation, transportation, or child care.

	2. Ensure materials for events and meetings are accessible and culturally responsive. 3. Train staff in culturally responsive family engagement strategies. 4. Monitor participation data to identify and address disparities.	• Demographic breakdown of family engagement in school activities. • Feedback from diverse family groups on their sense of belonging.
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Pillar #4: District Operations and Resource Management

Develop and maintain efficient, cohesive district systems, operational structures, and student support services that meet the needs of all learners by fostering strong partnerships with schools, municipal leaders, and the community to ensure sustainable funding, facility upgrades, and effective staff hiring practices.

Subgoal	Actions	Potential Performance Indicators
4.1 District Policies, Protocols and Procedures	Enhance the clarity and accessibility of district protocols and procedures 1. Conduct a comprehensive audit of existing district protocols and procedures. 2. Revise and update outdated procedures; create new protocols where gaps exist. 3. Develop and maintain a centralized, user-friendly repository for all staff to access district protocols.	• Development of a repository of district protocols that is easily accessible for all staff • Number of protocols updated and added to the district repository • 80% of staff report access to protocols is easy and timely on Staff Satisfaction Survey
	Conduct audit of the district's policy manual 1. Review and revise district policies—such as attendance, discipline, grading, and promotion—through an equitable lens. 2. Engage diverse stakeholders (students, families, educators, and community partners) in the policy revision process. 3. Update and publish accessible policy manuals and staff handbooks (including directions for translation). 4. Provide training to ensure staff understand and implement updated policies and procedures effectively.	• Number of policies revised and published annually • Stakeholder engagement rates in policy revision processes (e.g., meeting attendance, survey participation) • Staff completion rate for policy and handbook training • Implementation fidelity of revised policies as observed in practice
4.2 District Systems	Streamline districtwide systems to simplify processes and improve usability 1. Eliminate manual processes, such as isolated spreadsheets and individualized tracking systems. 2. Improve and expand use of platforms such as MUNIS for time and attendance and ReachMyTeach and Lexikeet for communication with families.	• Increased use of centralized platforms (e.g., MUNIS, ReachMyTeach) • 80% of staff indicate they are satisfied on the Staff Satisfaction Survey results

4.3 District Operations	Enhance Operational Systems to Support Teaching and Learning 1. Standardize and digitize procedures related to student enrollment, transfers, and records management. 2. Improve the efficiency and alignment of transportation, food services, and facilities operations with instructional priorities. 3. Monitor and evaluate the effectiveness of district systems through performance dashboards.	● Timeliness and responsiveness for student enrollment and transfers ● Timeliness and responsiveness of transportation and facilities service requests ● Improvement in food service participation and satisfaction surveys ● System performance metrics displayed on district dashboards
	Develop a sustainable financial and facilities strategy that meets the needs of all students 1. Create and implement a multi-year plan to enhance learning environments across all school buildings. 2. Improve safety and security systems to support the well-being of all students and staff. 3. Collaborate with municipal leaders and the community to ensure sustainable funding for capital improvements.	● Alignment of annual budgets with strategic priorities and school needs ● Increase in safety and security audit scores across all buildings ● Community approval of long-term capital planning initiatives



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Analyze information deeply, generate innovative ideas, and approach problems with curiosity and imagination.



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Express ideas clearly and listen actively, showing respect and empathy for diverse perspectives and purposes.

PORTRAIT
OF A
LEARNER

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Public Schools**