

The Public Schools of Dover and Sherborn Strategic Plan 2023-2028

Dover-Sherborn High School School Improvement Plan 2023-2024

District Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.

District Mission

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

District Theory of Action

If we are able to successfully inspire, challenge, and provide the necessary support for all of our students, *then* they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.

District Core Values

The Dover Sherborn Schools commit to the following Core Values:

Commitment to Community
Equity and Excellence
Respect and Dignity
Climate of Care



Dover-Sherborn Strategic Objectives 2023-2028

Resource Allocation, Attainment, and Efficiency	Further Strengthen Partnerships with Families and Communities	Ensure World Class Curriculum, Instruction, and Assessment	Ensure the Health and Wellbeing of Staff and Students	Maintain and Ensure Safe, Secure, State of the Art Facilities
In an effort to provide the highest quality education in the most efficient and productive manner possible, evaluate district practices and protocols for securing and managing human and capital resources.	In an effort to broaden collaborative school relations with the parent and greater communities of Dover, Sherborn and Boston, , seek to strategically improve communications through the use of the latest technology and varied platforms, enhanced “professional development” for families and community members, and further develop relationships with community partners.	Given the complexities and diversification of the world, the shifting economic dynamic associated with globalization, and expansion of technology we will renew our focus on the offerings, programs, and learning experiences available in the Public Schools of Dover and Sherborn. We will seek to maintain our level of excellence, remain highly competitive, and continue to adapt to those best practices and offerings that will best prepare our graduates for success in the rapidly changing 21 st century.	Through a commitment to student well-being both social-emotionally and physically, we will more deeply assess the learning experiences for our students. We will ensure program enhancements where necessary and a revision of policies or structures that may be hindering healthy student development. Recognizing that our teachers remain vital to the success of our system, we will respond to the increasing pressures on teachers, while seeking to strengthen their health and wellbeing through professional development and other focused efforts.	Ensure that all Dover Sherborn students are educated in safe and secure facilities that provide quality classroom, meeting, special education, and storage spaces, meeting reflective of the needs of the 21st Century learner.

Dover-Sherborn District Goals 2023-2024

Setting a Strategic Path - Establish a shared vision for teaching and learning that engages students as active learners in the development of skills depicted in the Dover Sherborn Portrait of a Graduate

Student well being- Nurture a positive school culture and strong sense of belonging as a means to improve academic and social-emotional outcomes for all students.

Communication- Refine communication strategies relative to district goals and practices as a means to increase transparency and build trust with families and the community.



School Improvement Goal 1: *DSHS will continue to refine its multi-tiered system of support (MTSS) to ensure that all students have access to differentiated instruction, targeted interventions and evidence-based resources in support of their academic, social and emotional development.*

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p>Ensure World Class Curriculum, Instruction, and Assessment</p> <p>Given the complexities and diversification of the world, the changing economic dynamic, and expansion of technology we must ensure that the offerings, programs, and experiences available in the Public Schools of Dover and Sherborn are maintaining their excellence, highly competitive, and</p>	<p>Identify priority standards and skills, in each curriculum area, that each student needs to attain at the end of each course.</p>	<p>Clearly identified and accessible practice standards in each discipline/ grade level provides measurable learning targets for each student.</p>	<p>Administration, Department Chairs, Student Services, Full faculty</p>	<p>Each department will have and share Identified practice skills that each student should demonstrate at the end of school year based on MA Curriculum Standards and our Portrait of a Graduate.</p>
	<p>Implement school-wide common language for best instructional practices around student engagement that support the portrait of a graduate.</p>	<p>When students display high levels of behavioral, emotional, and cognitive engagement, they are more likely to excel academically, form a stronger sense of connection with their school, and have a more positive sense of social-emotional well-being.</p>	<p>Administration, Department Heads, Full faculty</p>	<p>A collective bank of researched based strategies that were developed in the Fall of 2022 will be used in classrooms across all disciplines. Strategies will be demonstrated during classroom instruction and reflection upon strategies will happen at individual, department, and staff level. Data will be collected by teachers and discussed during department meetings to determine how to best utilize these “Best Practices.”</p>



remaining adaptive to best prepare our graduates for success in their post-secondary lives.	Review and revise school MTSS processes with focus on consistent procedures/protocols with respect to academic assessment criteria and intervention processes	Staff need the literacies around the why of this process and the importance of a school wide system of support. Staff also need training around data use and providing tiered support for students.	Administration, Student Services Director, Guidance Department	<p>Training for departments and faculty at large will be conducted on the implementation of consistent MTSS protocols by October;</p> <p>A mid year review of all practices and revision will be made by January;</p> <p>Data criteria will be established and utilized for MTSS process</p>
	Research effective co-teaching models	Students learn best in a least restrictive environment with their peers and content area specialist teachers.	Administration, Student Services Director and Department Heads.	Staff members interested in this model will conduct research and participate in training during the 2023--24 school year.

Comment [1]: Is October doable?

Comment [2]: Should we include the teachers who have expressed interest in co-teaching?
Carly, Kelly, +1



School Improvement Goal 2: Examine the tenets of a Portrait of a Graduate to ensure high school curriculum is rigorous, uses established best practices and engages all learners to improve skills in preparation for college and career.

District Strategic Objective	Action Step	Person(s) Responsible	Evidence of Effectiveness
<p><i>Ensure the Health and Wellbeing of Staff and Students</i></p> <p><i>Ensure World Class Curriculum, Instruction, and Assessment</i></p>	<p>In support of the district's thoughtfully curated portrait of a graduate, educators will evaluate their curriculum materials, teaching practices, and classroom environments as they work to ensure that they are helping students succeed in becoming: critical thinkers, engaged citizens, creative innovators, resilient learners, effective communicators, and productive collaborators. Specifically, educators will consider incorporating inquiry based approaches that allow students opportunities to demonstrate the competencies identified in the portrait of a graduate while simultaneously working toward fostering a school culture that allows for these competencies to develop and thrive.</p>	<p>Administration Full Faculty Assistant Superintendent</p>	<p>Identified lessons, instructional activities, and assessments that are project based, use higher order thinking and give students voice and choice to their learning.</p> <p>Interdisciplinary courses that are developed that put student centered learning at the forefront</p> <p>Teacher student learning goals that identify key tenets of the Portrait of a Graduate .</p> <p>Introducing students to the Portrait of a Graduate so they are aware of the what, why, and how we are providing curriculum at the High School.</p>



School Improvement Goal 3: The High School will continue to examine our current instructional practices to ensure we are using innovative and forward thinking practices to prepare our students for further educational and career opportunities

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
<p>Ensure World Class Curriculum, Instruction, and Assessment</p>	<p>Dive Deeper into the tenets of our Portrait of a Graduate to ensure new courses which will be developed in 2023-2024 and run in 2024-2025 will meet the innovative expectations of the district and our Portrait of a Graduate.</p>	<p>New Business and Computer Science courses will be developed to provide students with tools and skills to meet an ever changing and integral part of the future of employment and careers in our country and our world.</p>	<p>Administration Department Chair for Technology, Engineering and Computer Science Guidance Department Business Director funding</p>	<p>Student feedback from surveys Reports from other schools visited(technology and interdisciplinary programming) Proposed new courses (ex. Robotics, Computer Science A, as well as an introductory business course. Increased enrollment in Technology, Engineering and Computer Science.</p>



	Form a working group of educators and administrators to research interdisciplinary course offerings that provide students the skills and learning as expected in our Portrait of a Graduate as well as NEASC expectations for learning.	In an ever changing world, our students need to be provided with progressive opportunities to learn new information, develop greater research skills, collaborate on multiple levels and gain experience to be successful in the modern world of work.	Administration, Department Heads, Assistant Superintendent and select faculty.	Develop a draft of some interdisciplinary course proposals to bring forward to Academic Standards by January 2024. Develop a budgetary proposal for an interdisciplinary course that can be implemented in the 2024-2025 school year.
	Use information received from visits and discussions with other comparable schools to review their interdisciplinary offerings and speak to key stakeholders to assess how the course was developed and implemented.	New opportunities can often arise by sharing ideas and concepts with other comparable schools.	Administration Assistant Superintendent Select Faculty, Some Department Chairs	Course syllabus review from other schools as well as feedback from those visits

School Improvement Goal # 4: *Student Sense of Belonging*

District Strategic Objective	Action Step	Rationale	Person(s) Responsible	Evidence of Effectiveness
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Further Strengthen Partnerships with Families and Communities

In an effort to broaden collaborative school relations with the parent and greater communities of Dover and Sherborn, seek to strategically improve communications through the use of the latest technology and varied platforms, enhanced “professional development” for families and community members, and further develop relationships with community partners.

<p>Investigate and implement a number of strategies to increase student connectedness with one another and their school community.</p> <p>Examine ways to increase student involvement across our various clubs, sports and organizations to</p>	<p>Through discussions with parents, students, faculty and all other stakeholders, there is still a need to increase overall spirit and connectedness within many of our extracurricular and club programs.</p>	<p>Administration, Athletics Department Guidance Department Full faculty Teacher Advisors</p>	<p>Creating School Wide opportunities for students to get together outside of the school day to increase student spirit for their school as well as a greater understanding of each other</p> <p>Increased activities across the entire school year that bring students together</p> <p>Increased participation in clubs and activities</p> <p>Increased attendance at drama, music and sporting events through the school year</p>
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