



**School Committee
Meeting**

**November 12, 2014
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
November 12, 2014 7:30pm
Shrewsbury High School
Anthony J. Bent Presentation Room
REVISED



<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:30 – 7:40
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. Elementary Mathematics: Student Presentation & Report	7:40 – 8:10
B. Role of the Elementary Instructional Coaches/ Curriculum Coordinators: Report	8:10 – 8:30
C. Elementary School Improvement Plans: Update	8:30 – 8:50
V. Curriculum	
VI. Policy	
VII. Budget	
VIII. Old Business	
A. SHS Athletics: Update & Vote to Approve Girls' Ice Hockey as a Varsity Sport	8:50 – 9:05
IX. New Business	
X. Approval of Minutes	9:05 – 9:10
XI. Executive Session	9:10 – 9:30
XII. Adjournment	9:30

Next meeting: November 19, 2014



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: I. Public Participation

MEETING DATE: 11/12/14

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. B. Dale Magee, Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Ms. Erin Canzano, Secretary
Ms. Sandra Fryc, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment** MEETING DATE: **11/12/14**
A. Elementary Mathematics: Student Presentation & Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report updating the Committee on the implementation of the new elementary math curriculum?

BACKGROUND INFORMATION:

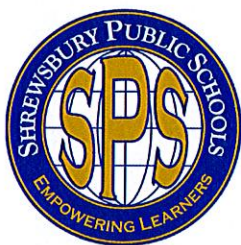
1. After successfully piloting a new math curriculum during the 2013-2014 school year, all K-5 classrooms are now implementing a new math curriculum that is aligned with state frameworks.
2. The educators and students below will present information regarding how this implementation is impacting classroom instruction and student learning.

ACTION RECOMMENDED:

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Mary Beth Banios, Assistant Superintendent of Schools
Ms. Lisa Papazian, Instructional Coach/Curriculum Coordinator for Paton School
Ms. Shelley Hoey, Instructional Coach/Curriculum Coordinator for Floral Street School
Ms. Donna Rice, Instructional Coach/Curriculum Coordinator for Spring Street School
Mr. Harrison Miles, Grade 2 student, Spring Street School
Ms. Sydney Little, Grade 2 student, Spring Street School
2 Floral Street 4th Grade students from Floral Street School



Shrewsbury Public Schools

Mary Beth Banios
Assistant Superintendent

To: School Committee
From: Mary Beth Banios
Re: Update on K-4 Math Initiative
Date: November 7, 2014

Background

On April 9, 2014 the School Committee heard a report on the district's work to align the K-8 mathematics curriculum with the 2011 Massachusetts Mathematics State Curriculum Framework and to increase our students' capacity to work through complex problems. Later in the year, the Committee appropriated \$100,000 out of the FY14 funds and \$343,164 out of FY15 funds to support the purchase of materials and professional development associated with this alignment. At the elementary level, Math in Focus, the U.S. version of Singapore Math, was purchased for all K-5 classrooms. Professional development to support the alignment work began in the 2014-15 school year, is continuing throughout the 2014-15 school year. Our students are now being taught a mathematics curriculum that is aligned to the current state frameworks and the increased rigor of our new program is better preparing our students to work through more complex math problems and concepts.

Material Update

All K-4 classrooms have been provided with the needed Math in Focus materials. This program relies heavily on students creating concrete representations of math problems so we have also outfitted all classrooms in Grades K-4 with needed manipulatives that can be used to build these models.

Professional Development Update

	Audience	Content
March 2014	All K-5 Teachers	Concrete-Pictorial-Abstract with Greg Tang
April 2014	All K-5 Teachers	Bar Modeling with Greg Tang
June 2014	All K-5 Teachers	Grade specific full day training <u>Math in Focus</u>
June 2014	PreK-2 Teachers	Graduate Course: <i>Foundations in Mathematics: Number Sense PK-2</i>
June 2014	3-5 Teachers	Graduate Course: <i>Developing Number Sense in Grades 3-5</i>
August- December 2014	K-8 Teachers	Graduate Course: <i>Understanding K-8 Mathematics Numbers and Operations</i>

September 2014	All K-5 Teachers	Grade specific full day training facilitated by coaches and Principal Amy Clouter
Sept. 14 – June 15	All K-5 Teachers	Grade level meeting time focused on math implementation and review of student data
Sept. 14 – June 15	All K-5 Teachers	Job embedded professional development from instructional coaches
October 2014	All K-5 Teachers	Grade specific half-day training facilitated by coaches and Principal Amy Clouter
October – Nov. 2014	Pilot Teachers	High School students videotape pilot teachers classrooms for use in winter professional development sessions
January, March, April, May 2015	All K-5 Teachers	Grade specific half-day training facilitated by coaches and Principal Amy Clouter

Parent Outreach

- Curriculum Night communication (included in packet)
- Parent presentation by Dr. Richard Bisk on 10/9/14
- K-8 Math Initiative section set up on district website
- Parent flyer on homework tips and accessing on-line materials (included in packet)
- School Talk cable program focused on K-8 Math Initiative

Assessment

- All students being assessed using both formative and end of unit assessments
- Unit assessment data is compiled across the district to inform professional development and instruction practice in classrooms
- Formative assessment is being used by grade level teams to adjust instruction as the unit is being taught

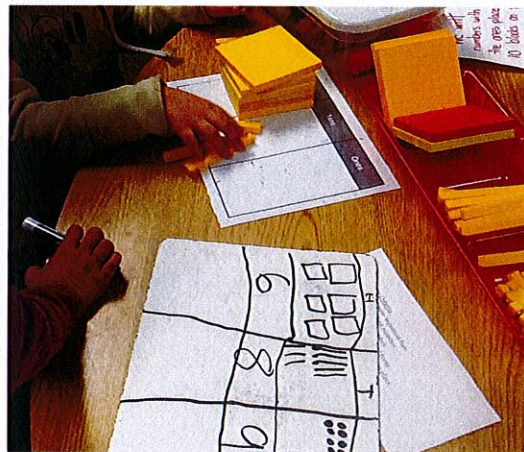
Overall, our implementation a new K-4 math curriculum is on track and is moving in a positive direction. It is important to recognize the efforts that all of our educators are putting forth to adjust their practice to meet these new and more rigorous standards. Equally important is the high quality support these educators are receiving from both building coaches and building administrators.

Focus on Math in the Elementary Grades

Lily plants 80 seeds in her garden. Half of them are carrots. The rest are pumpkins and radishes. There are 6 more pumpkin seeds than radish seeds.

- a. **How many radish seeds are there?**
- b. **How many carrot and radish seeds does Lily plant? (grade 4)**

When you walk by a fourth grade classroom, there is a shift in math instruction that is noticeably exciting and engaging! Some students are sitting on the carpet with tools such as base 10 blocks working through a problem in pairs. There is a buzz in the classroom as students collaborate and think through the problem together. Other students have markers in their hands drawing bar models to solve the problem. The classroom teacher works with a group of students at the interactive whiteboard, projecting virtual math tools that students are manipulating to solve the problem. This problem may or may not be solved within this math session.



As we move towards preparing students for college-readiness and being able to apply math to real-world problems, problem solving is at the heart of any effective math program. Students think critically through problems as they read and reread to understand what the problem is asking, and then accurately solve it. In the past, students may have been able to solve problems by highlighting key words or “putting numbers together” without any real understanding of the problem. No longer can students rely on one key word in order to solve complex problems that may require multiple steps to solve. We are fostering critical thinking skills and encouraging students to persevere as they collaborate and apply their mathematical understanding.

How are teachers supporting students as they persevere? No longer are teachers dispensers of answers. Educators are facilitating math conversations and encouraging students to take an active role in math discussions, sharing strategies and solutions for problems. Teachers are asking specific questions to guide students' mathematical thinking and facilitate student discourse. As students share their thinking, they are proving their understanding and defending their answers using tools, drawings, or visual representations. When different solutions are found, students collaborate with their peers to find the accurate solution and discuss efficient strategies to refine their thinking. The level of complexity and rigor associated with tasks has intensified. Students are inspired to grapple with math, excited about problem solving, and math classes truly resemble mathematical problem solving in the real world.

2014-15 K-4 Math Implementation Expectations

Three Key Practices

All K-4 educators should be able to demonstrate effective implementation of following three instructional math practices.

1. **Concrete-Pictorial-Abstract:** The goal is to help students to visualize mathematical problems. Students move fluidly across all three different levels and can easily access manipulatives when needed. (Standard 1A, Standard 2-A)
2. **Math As Thinking:** Teachers no longer tell/show but instead ask questions that help students persevere and develop their problem solving skills. (Standard 2-A, 2-D)
3. **Differentiation:** Teachers pull groups of students together for a specified purpose with an instructional target for the group clearly defined. This approach in Math is very similar to guided reading in English Language Arts. (Standard 2-A, 2-D)

Using Assessment to Drive Instruction

(Standards 1-B, 1-C-1, 1-C-2, Standards 4-C and 4-D)

1. All teachers will administer the common pre-test and summative assessments (chapter test preps) in Math in Focus.
2. Data from the summative assessments will formally be collected, discussed, and used to inform instruction.
3. Common formative assessments will be identified and administered at the school level. Results will be discussed and used to inform instruction.

Instructional Sequence

1. All K-4 classroom teachers are responsible for following the instruction sequences laid out in their grade level's pacing guide. There is an understanding that it is unlikely that educators will complete all chapters during the first year of implementation. The sequential order of the chapters as outlined in the pacing guides is important; the actual timeframe assigned to each chapter will be by necessity flexible. (Standard 1-A-3)

SHREWSBURY PUBLIC SCHOOLS FALL 2014

UNDERSTANDING K-8 MATHEMATICS - NUMBERS AND OPERATIONS



Course Description

The primary goal of this course is to deepen your understanding of the number and operations strand of K-8 mathematics. Strengthening your understanding will help you to be more effective as a teacher. The course will provide a careful, mathematically accurate development of arithmetic and help you teach the subject in a coherent meaningful way. Mathematics has a structure that is logical. Everything has a reason. Understanding math well is the key to being able to teach it well. The course will provide a supportive, yet challenging environment for professionals working together.

This course will make explicit connections to the Common Core State Standards. "The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year."

Many elementary teachers often experience a change in mindset about math as a result of finally understanding many of the topics that they have been teaching. Many secondary school teachers find it valuable to study this material in detail because it provides the conceptual underpinning for much of what they teach.

Course Details

This course qualifies for 3 internal graduate credits and is being **offered to K-8 Shrewsbury educators at no cost**. This course has 30 available slots and registration will begin on Shrewsbury PD on 6/12/14.

Class Dates

August 18th: 8:00 - 3:00
August 19th: 8:00 - 11:00
October 1st: 3:30 - 6:30
October 8th: 3:30 - 6:30
October 22nd: 3:30 - 6:30
October 29th: 3:30 - 6:30
November 5th: 3:30 - 6:30
November 12th: 3:30 - 6:30
November 19th: 3:30 - 6:30
December 3rd: 3:30 - 6:30
December 10th: 3:30 - 6:30
December 17th: 3:30 - 6:30 (make-up for any snow days)

Instructor Bio

Dr. Richard Bisk is professor of Mathematics at Worcester State University. He received a Ph.D. in mathematics from Clark University in 1984. He has taught a wide array of mathematics courses ranging from remedial math to calculus, linear algebra, mathematical modeling and number theory. Dr. Bisk has worked extensively with K-12 teachers and their students for over twenty years. He has taught numerous preservice and inservice courses that focus on improving the mathematical understanding of teachers. Many of these courses make extensive use of primary mathematics textbooks from Singapore. Dr. Bisk has given presentations at local, national and international conferences on his work with the mathematics books from Singapore. He is a consulting author for the Math In Focus textbook series, which is an adaptation of the My Pals Are Here books from Singapore.



Shrewsbury Public Schools

Mary Beth Banios
Assistant Superintendent

Update on Shrewsbury K-5 Math Curriculum and Upcoming Math Parent Night

September 8, 2014

Dear Parents and Guardians,

Welcome to the 2014-15 school year. We hope that your child has had a strong beginning to the school year and that you are looking forward to the year ahead.

Last year, the Shrewsbury Public Schools conducted an extensive pilot designed to inform our implementation of the new Massachusetts Math Standards. Our work also focused on ensuring that our students receive the instruction they need in order to be effective mathematicians in the 21st century. This school year, we are beginning our full implementation of these new standards and practices and have adopted a new core math curriculum that is in better alignment to our needs.

The new core resource we have chosen for grades K-5 is ***Math in Focus***, which is the U.S. version of Singapore Math. After our pilot teachers, principals and coaches reviewed numerous core mathematics materials, consensus was reached to adopt ***Math in Focus*** due to the program's level of rigor and its attention to developing the critical thinking and problem solving skills so essential for 21st century mathematicians. Across the board, we received very positive feedback around the effectiveness and rigor of this program from all of our early adopter classrooms.

Our K-5 educators have been immersed in professional development to prepare for the shifts in our mathematics instruction. Last year Shrewsbury teachers received math training during the 3 spring early release days and during the full professional development day in June. Over the summer we had 63 elementary educators enroll in 3 different graduate courses offered by the district which were focused on enhancing teachers' understanding of mathematics and building a strong repertoire of best practices in math instruction. Our educators will continue their training this year; they have already had a full professional development day dedicated to math and will be participating in additional training during the 5 scheduled early release days this school year. Job embedded support will also be provided by the Instructional Coaches/Curriculum Coordinators assigned to each building.

Over the course of the year, you will be introduced to some on-line ***Math in Focus*** resources that will assist parents in supporting their children at home. We are also offering a **K-5 Parent Math Presentation** featuring **Dr. Richard Bisk** on **October 9th at 7pm** in the **Oak Auditorium**. Dr. Bisk is a professor of Mathematics at Worcester State University. He received a Ph.D. in mathematics from Clark University in 1984. He has taught a wide array of mathematics courses ranging from remedial math to calculus, linear algebra, mathematical modeling and number theory. Dr. Bisk has given presentations at local, national and international conferences on his work the mathematics books from Singapore. He is also a consulting author for the **Math in Focus** textbook series.

Please feel free to reach out to us with any questions you may have as we continue to build a world-class education for the students of Shrewsbury.

Warm Regards,
Mary Beth Banios
Assistant Superintendent of Schools

Math in Focus Homework Help

As your student is working through the new math program, Math In Focus, you may notice that they are learning mathematical strategies that look unfamiliar to you or are different from those that are comfortable. We recognize this may make supporting your child as they complete math homework challenging. Below please find some helpful hints in supporting your child as they grapple with thinking mathematically and demonstrate their understanding of mathematical concepts that they are working with in school.

Words to say when your child is stuck....

- What is the question/ problem asking you?
- What tool could help you solve this problem?
- What could you draw to help you think about the problem?
- What pictures can you make in your mind to help you solve this problem?
- Look at the sample problem. How can this help you?
- What do you remember from class?

Ways the Think Central website can support homework

- Visit the chapter background videos
- Access Think Central virtual manipulatives which can serve as tools to help students solve problems
- Access the student edition on Think Central

Words to say when your child is finished...

- How can you check your work?
- Explain why you solved it that way.
- How can you prove your answer is accurate?
- Teach me what you know.

Resist the urge to...

- Be too helpful - when students struggle, encourage them to develop persistence to solve problems.
- Not help at all - use the questions above to help your child without doing the work for them.
- Show him/her to how to do the math

If your child is struggling with homework, please reach out to your child's classroom teacher.

Your own attitude about math can affect your child's attitude. Talk about math in a positive way, especially your own use of math. If you learned math differently than your child, learn along with your child and let her/him teach you! Inspire your child with your positive attitude.

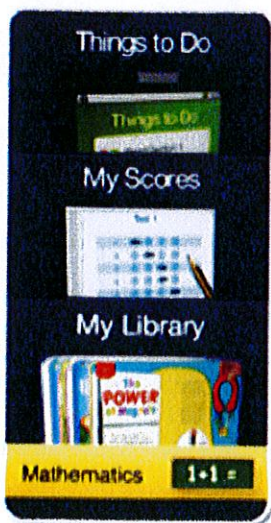
Accessing Think Central

How to log on to ThinkCentral.com for the Math In Focus resource materials

1. Navigate to the Think Central website:

<http://www-k6.thinkcentral.com/ePC/logout.do>

2. From the series of drop down menus, select "United States", "Massachusetts", "Shrewsbury School District 01545", and the school your child attends.
3. Enter your child's username and password which can be obtained on your Power School Parent Portal.
4. Once logged on to Think Central, you will see 3 sections:
 - a. "Things to Do" - Currently not activated
 - b. "My Scores" - Currently not activated
 - c. "My Library" contains the curricular resources which you and your child can use at home.





SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: IV. Time Scheduled Appointment

MEETING DATE: 11/12/14

**B. Role of the Elementary Instructional Coaches/Curriculum Coordinators:
Report**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the role of Elementary Instructional Coaches/Curriculum Coordinators?

BACKGROUND INFORMATION:

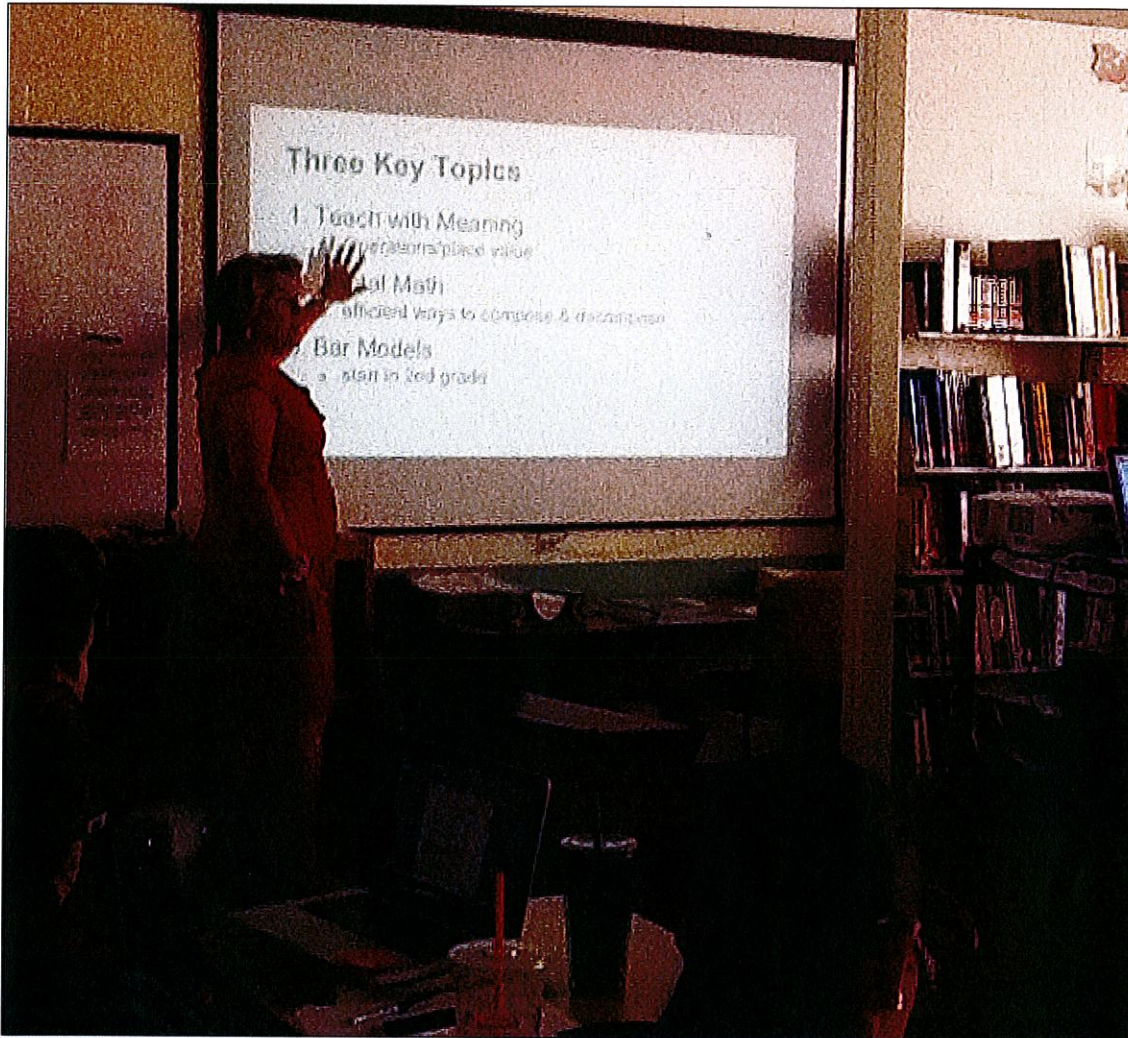
1. As a result of the successful override vote, the Shrewsbury Public School district was able to expand the role of the existing Elementary Instructional Coaches to include curriculum coordination responsibilities and to add three additional positions at the elementary level. This has enabled all elementary school to have a building based coach/curriculum coordinator. At the early childhood level, there is one coach split between Parker Road and Beal.
2. These positions are critical to the building and maintaining of strong, aligned instructional programs at the elementary level. Elementary Instructional Coaches/Curriculum Coordinators and two classroom teachers will be present to provide details on how they work collaboratively to improve student learning.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Mary Beth Banios, Assistant Superintendent of Schools
Ms. Shelley Hoey, Elementary Instructional Coach/Curriculum Coord., Floral Street School
Ms. Cathy Manning, 4th Grade Teacher, Floral Street School
Ms. Donna Rice, Elementary Instructional Coach/Curriculum Coord., Spring Street School
Ms. Lindsey Fraher, 2nd Grade Teacher, Spring Street School



Elementary Coaches and Curriculum Coordinators

Submitted by Mary Beth Banios
Report to School Committee
November 6, 2014

ELEMENTARY COACHES AND CURRICULUM COORDINATORS

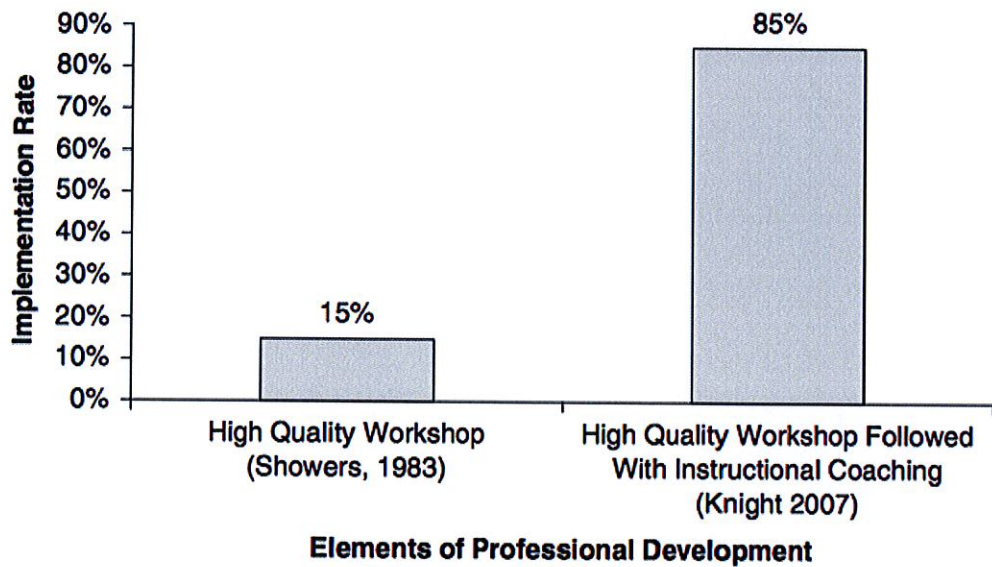
Current Staff by Building

Parker Road/Beal:	Rebecca Dumphy
Spring Street:	Donna Rice
Floral Street:	Shelley Hoey and Gina Marie Kelly
Paton:	Lisa Papazian
Coolidge:	Susan Conley

Structure of the Coach/Curriculum Roles

As a result of the successful override vote, the instructional coach role has been expanded to include curriculum coordination responsibilities as well. Each of the individuals listed above serve as instructional coaches to the educators in each of their assigned schools, additionally, they also work closely with the Assistant Superintendent on issues related to curriculum coordination, program implementation, and assessment across all elementary schools. This district level work ensures a high degree of consistency across all of our elementary programs.

Figure 9.5 Percent of New Teachers Implementing New Skills



RESEARCH ON THE COACHING MODEL

The likelihood of using new learning and sharing responsibility rises when colleagues, guided by a coach, work together and hold each other accountable for improved teaching and learning (Barr, Simmons, and Zarrow 2003; Coggins, Stoddard, and Cutler 2003; WestEd 2000). And because instructional coaching takes place in a natural setting – the classroom rather than a hotel ballroom – observation, learning, and experimentation can occur in real situations (Neufeld and Roper 2003).

Annenberg Institute for School Reform at Brown University

“Professional Development Strategies: Instructional Coaching”, January 2004

The Annenberg Institute “supports and encourages” the using of instructional coaching noting that this model is instrumental in creating “coherence, focus, and alignment” at all levels in a school system. Specifically they outline four key benefits of the coaching model:

1. **Investment in human capital:** the coaching model aligns with the knowledge base around adult learning and change theory
2. **Sustainability:** Allows for initiatives to be sustained over time as the coach orients new teachers to the previous work and training and supports teachers who may be struggling with the initiative
3. **Equity and Internal accountability:** Provides greater consistency of instruction between classrooms; “What you get doesn’t depend on who you get.” Coaches are used to support new teachers and teachers who are struggling with their practice. They also facilitate team meetings and help to build professional learning communities in buildings.
4. **Connecting school and district:** In Shrewsbury all 6 instructional coaches and the Assistant Superintendent meet weekly to ensure consistency of communication and practice across all elementary schools. At various times during the year the Middle Level Curriculum Coordinators attend this meeting to ensure alignment between the elementary and middle level.

University of Kansas Center for Research on Learning: Kansas Coaching Project

The head of the Kansas Coaching Project at the University of Kansas is Dr. James Knight. He has been studying professional development and coaching for over 20 years. The link to the Coaching Project can be found below. This site contains research, articles, and video archives of experts speaking to the efficacy of using coaching models in schools.

www.instructionalcoach.org

THE WORK OF AN INSTRUCTIONAL COACH/ CURRICULUM COORDINATOR

District Level

- Plan and provide training to district educators on Professional Development and Early Release Days
- Coordinate district level assessments at the elementary level
- Support new curriculum implementations including aligning curriculum to state frameworks working with groups of pilot teachers, investigate and assist in the selection of best resources for initiative, lead summer work associated with initiative
- Ensure that there is consistency in curriculum and practice across all elementary buildings and engage in transition conversations with Middle Level Curriculum Coordinators
- Ensure there is vertical alignment between elementary grade level curriculums and instructional practices
- Communicate with parents and community by offering parent workshops, writing articles for the Shrewsbury Journal, participating in School Talk programming, and presenting to the School Committee

Building Level

- Provide job embedded professional development for classroom teachers in the form of modeling lessons, co-teaching, and observing lessons and providing non-evaluative feedback
 - Provide focused team based coaching
 - Orient and support new educators and educators that change grade levels
 - Provide professional development to paraprofessionals
 - Ensuring vertical alignment within the building
 - Assist educators in administering assessments and using associated data to inform instruction
 - Take a lead role in regular education interventions
 - Serve on hiring committees
 - Foster teacher leadership
 - Principal relies on coach to share the pulse of the building
 - Provide a safe place for stressed teachers to get counsel and support
-

CURRENT PROJECTS

K-4 Math Initiative

Elementary Instructional Coaches/Curriculum Coordinators have been responsible for ensuring that all newly purchased materials and resources have been distributed to teachers and for informing Central Office of any outstanding material needs. They have led all grade level professional development this year with very positive feedback from the educators in their sessions. They are spending time in classes modeling the new instructional practices that are required of the key shifts being made in the math curriculum. This year, the coaches have prepared a handout for parents around helpful homework tips and have written an article about the math initiative for the Shrewsbury School Journal. In addition, this group has set up a data collection tool that allows for close analysis of student performance on the end of unit assessment and is working with educators on reteach plans for students who are experiencing areas of difficulty.

Shrewsbury Writing Project

Elementary Instructional Coaches/Curriculum Coordinators continue to work with grade specific Shrewsbury Writing Project pilot teachers on the refinement of district-wide writing assessments. They will also be training all elementary teachers on the administration and scoring of these assessments in Spring 2015.

PARCC

Elementary Instructional Coaches/Curriculum Coordinators are training educators on the expectations associated with the new PARCC assessment and walking them through the practice tests.

Using Data to Inform Instruction

Four out of the six coaches are taking part in a three graduate credit course focused on the effective use of data throughout a unit of study. They are working with their grade level teams to clarify learning targets and success criteria for key instructional lessons, and are working with educators on criteria analysis of student work. This analysis is then used to inform teaching in the various classrooms.

New Teacher Support

Given the large number of educators that were hired this year, our Elementary Instructional Coaches/Curriculum Coordinators are working with the new educators to orient them to the curriculum and the high standards of instructional practice expected in the Shrewsbury Public Schools

The coaching/curriculum positions that are now funded in all elementary schools provide a tremendous support for our district, building principals, and educators. Their work indirectly has an enormous impact on student achievement and our ability to maintain the quality of programming that Shrewsbury citizens rightly expect from their school system.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment** MEETING DATE: **11/12/14**
C. Elementary School Improvement Plans: Update

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report updating the 2013-15 Elementary School Improvement Plans?

BACKGROUND INFORMATION:

1. In 2013, the district shifted from a model of annual School Improvement Plans to School Improvement Plans that span a two-year time frame. These plans include common goals across all elementary sites.
2. The elementary principals will be providing an update on the progress made towards the goals outlined in the 2013-15 School Improvement Plans.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Amy Clouter, Principal of Coolidge School
Mr. Chris Girardi, Principal of Beal Early Childhood Center
Mr. Bryan Mabie, Principal of Spring Street School
Ms. Lisa McCubrey, Principal of Floral Street School
Ms. Lisa Robinson, Director of Parker Road Pre-School

Elementary School Improvement Plan 2013-2015 Update

The chart below details progress toward *common* elementary improvement goals. Each goal aligns with district improvement goals and anchors to the district's strategic priorities set by the School Committee for the years 2012-2016.

Engage & Challenge All Students
<p>Goal: By spring of 2015, 50% of teachers will submit evidence through the evaluation process that demonstrates the implementation of the following strategies in a single unit of instruction: Engaging students in in-depth inquiry, organizing tasks around a driving question, establishing a need to know, encouraging student voice and choice, incorporating revision and reflection, and including a public audience.</p>
<p>Progress: Not Yet</p> <ul style="list-style-type: none"> • Approximately 15% of teachers implemented PBL strategies • Building based study groups and/or vertical teams used the Buck Institute's PBL text to expand knowledge and draft curriculum recommendations to colleagues • Participating teachers piloted units • Further professional development opportunities have not been offered to staff due to focus on math professional development and implementation of <i>Math in Focus</i> • Anticipate a 3-4 year plan in order to get PBL operational in all elementary classrooms
<p>Goal: 80% of students who participate in the single unit of instruction above will meet the proficient standard on end of study assessment.</p>
<p>Progress: Not Yet</p> <ul style="list-style-type: none"> • Standards have not been established for proficiency for students as we have not yet been able to launch PBL, the assessment is on hold
<p>Goal: During the fall 2013 to spring 2015 time period, the elementary schools will develop common writing assessments by grade. The developed assessments will be in alignment with the 2011 Massachusetts Common Core Standards and will document student growth.</p>
<p>Progress: In Process</p> <ul style="list-style-type: none"> • Common assessments have been developed at every grade level • Grade levels are in the process of finalizing exemplars • Rubric training for staff is anticipated in the spring
<p>Goal: Teachers will expand, develop, and apply their knowledge of differentiation practices in mathematics, engaging all students, providing rigor, and reflecting the changes in the Common Core Standards of practice as evidenced by artifact collection and observations.</p>
<p>Progress: In Process</p> <ul style="list-style-type: none"> • Implementation of a new math program that meets these standards is underway • Pilot teacher group, instructional coaches, and administrators participated in math professional development and ultimately selected <i>Math in Focus</i> as the common core resource • All teachers were provided with MIF resources at the full professional development day in June 2014 • Approximately 50 elementary teachers participated in the Summer Institute courses <i>Foundations in Mathematics: Number Sense Prek-2 and Developing Number Sense gr. 3-5</i> • 11 teachers piloted <i>Math in Focus</i> during 2013-2014

<ul style="list-style-type: none"> • Coaches are providing math professional development to support full implementation this year • Several elementary teachers are currently enrolled in a graduate level course with Dr. Bisk • Approximately 200 parents attended a math information night facilitated by Dr. Bisk in October 2014 • All parents have been given guidance around homework support and now have access to online resources • Preschool pilot of <i>Every Day Counts</i> program/pre-K curriculum in process
<p>Goal: By spring of 2015, 80% of students across all grade levels will be proficient in district common writing assessments.</p>
<p>Progress: In Process</p> <ul style="list-style-type: none"> • Implementation of revised Shrewsbury Writing Project is underway • Benchmark assessments have been developed and are being administered this year in anticipation of submitting this data as a district-determined measure next year

Enhance Learning Through Technology
<p>Goal: As a result of increasing the technology available in classrooms, by spring of 2015, 50% of elementary teachers in Grades K-4 will submit evidence through the evaluation process that demonstrates technology being implemented in their classrooms at the "Modification" or "Redefinition" levels of the SAMR model.</p>
<p>Progress: Not Yet</p> <ul style="list-style-type: none"> • Final whiteboard installations are underway in all core classrooms this fall • Teachers participated in software training for the interactive projectors • Representative teachers from every level participated in technology PD offered at the Summer Institute in 2013 and 2014 • 22 teachers participated in a 3-credit graduate <i>Elementary Instructional Design</i> course to support technology integration in the elementary classroom • Establishment of iPad lab classrooms in each elementary school is underway
<p>Goal: By spring of 2015, 50% of students in the elementary grades will receive a proficient score on a presentation that requires students to add audio recordings and visual displays.</p>
<p>Progress: Not Yet</p> <ul style="list-style-type: none"> • Shrewsbury's budget situation limited the ability to invest in technology resources beyond the installation of interactive whiteboards. • We are working to increase access to devices in classrooms, expand wireless capacity, and provide relevant professional development in hopes of addressing this goal on a smaller scale in the iPad lab classrooms

Promote Health & Wellness
<p>Goal: During the 2013-2015 school years, the physical education and health staff will provide opportunities for classroom teachers to gain a better understanding of the overall wellness programs and how these programs may integrate with academic work.</p>
<p>Progress: In Process</p> <ul style="list-style-type: none"> • Health and physical education teachers developed resources for teachers and are providing professional development on using "brain breaks" across the day (Source: <i>Activity Breaks- Teaching and Learning Through Movement</i>)
<p>Goal: By spring of 2015, students in 1st and 4th grade will increase their performance to</p>

30% of students meeting the benchmark for 60 minutes of physical activity daily from 18.5% calculated during the 4 data collection cycles recorded during the 2011-2012 school year.

Progress: In Process

- Data collection cycles using pedometers indicate an increase in levels of physical activity across schools

The charts below detail progress toward *individual* elementary improvement goals. Each goal aligns with district improvement goals and anchors to the district's strategic priorities set by the School Committee for the years 2012-2016.

Beal Early Childhood Center

Goal: Throughout 2013-2014 school year, the Beal faculty will use DIBELS and DRA data to determine needed interventions and literacy support for children who are reading below national norms and district benchmarks. Data for struggling students will be examined at least bimonthly, and intervention plans created to address areas of need.

Progress: Met

- Teachers, special educators, and literacy tutors used DIBELS and DRA information to determine needed interventions and how they would be provided.
- Data for struggling learners was collected first in September 2013, with interventions and literacy supports established. Data was analyzed at least bimonthly through EIT and literacy tutor meetings and supports were adjusted as needed through June 2014.

Goal: By June of 2014, 85% of Beal students will be performing within the expected range for their reading fluency and comprehension, as measured by the DRA

Progress: Met

- 93% of Beal students performed at or above the expected range on the DRA June assessment

Calvin Coolidge School

Goal: By June of 2015, 100% of Coolidge educators (including the principal) will demonstrate strong relationships with parents and/or guardians as measured by survey results and/or artifact collection.

Progress: In Process

School Council survey data (2012-2013) depict positive (98%) approval rating for the school as a whole, for staff and for the principal. Attendance at school events for families is strong.

Goal: By June of 2015, 85% of students will demonstrate 'Consistent effort' as measured by classroom teachers on their report card.

Progress: In Process

Teachers at each grade level established standards for 'Consistent effort' and shared them with parents and students. Data from report cards has been collected, reported and acknowledged for both 2012 and 2013. At this point, approximately 70% of Coolidge students exhibit consistent effort in T2.

Floral Street School

Goal: By the spring of 2015, a set of school wide social thinking teaching tools, strategies, and common language will be developed and implemented, with 80% of professional and paraprofessional staff implementing the practices as evidenced through survey data,

observations, and/or artifacts submitted through the evaluation process.
<p>Progress: In Process</p> <ul style="list-style-type: none"> • Common tools and language introduced to staff in fall 2013 • Professional Development in use of language and tools provided through staff meetings, Instructional Spotlights, Weekly Notice communications, team consults, conference attendance, and an after school study group • Through grant funding, core social thinking resources (posters, charts, and books) were provided to all classrooms • Through grant funding, a social thinking teacher resource library was established in the media center • School Council hosted a parent presentation on social thinking tools and language in Spring 2014 • Staff survey data collected in fall 2013 to establish baseline use of social thinking language and tools; formative survey data collected in fall of 2014
<p>Goal: By the spring of 2015, 80% of students in grades 1 & 2 will be able to demonstrate knowledge of school wide social thinking tools, strategies, and language on a common assessment.</p>
<p>Progress: In Process</p> <ul style="list-style-type: none"> • Anchor lessons in whole body listening are taught in every first and second grade classroom • Student assessment is currently under development and will be administered to a randomly selected group of students in grades 1 and 2
<p>Goal: Strengthen communication of school culture, events, student learning, and core values in action through enhancements to the school's website. By June of 2014, 50% of parents surveyed will report accessing the website on a regular basis for updates related to the above stated areas.</p>
<p>Progress: Not Yet</p> <ul style="list-style-type: none"> • In anticipation of the district's transition to a new website platform, efforts shifted from making improvements to the existing website to setting up a new system of communication via social media (i.e. Facebook). • The Floral Street School Facebook page was established over the summer of 2013. • Photos and/or updates are posted on a weekly basis. • We have 472 Likes so far. • The development of a parent survey has been delayed due to the anticipated change in website platform.

Parker Road Preschool
<p>Goal: By June 2015, the playground at 15 Parker Road will be updated with new equipment and pathways to create a playground that is accessible for children of all abilities regardless of mobility as measured by meeting the Massachusetts Americans with Disabilities Act.</p>
<p>Progress: Met</p>
<p>Goal: By June 2015, 100% of preschool students enrolled at 15 Parker Road will have access to the renovated playground.</p>
<p>Progress: Met</p>

Spring Street School
<p>Goal: In 2013-14, SSS faculty will begin to develop an understanding of school-wide social</p>

thinking skills, instructional strategies, and common language expectations for our students to utilize in their interactions with classmates, teachers, and peers.

Progress: In Process

- Awarded grant from Shrewsbury Education Foundation to purchase classroom posters and books, teacher resources, and interactive CDs
- Began teacher PD on utilizing social thinking skills to improve student interaction with peers and teachers
- Students participated in lessons and activities that explicitly taught social thinking skills and language
- Social Thinking Committee has been established to identify and articulate specific social thinking skills and language expectations by grade and plan professional development related to continuing to build understanding and applicability to our school environment

Goal: Students will begin to develop an understanding and demonstrate appropriate social skills in their interactions with classmates, teachers, and peers.

Progress: In Process

- At least 50% of our students have participated age appropriate explicit social thinking skills and language instruction
- Social Thinking Committee has been established to identify and articulate specific social thinking skills and language expectations by grade level and support lesson plan development
- Social Thinking Committee will develop a survey to gauge usefulness for teachers as well as a tool to assess application of the skills and language in practice by our students

Walter J Paton School

Goal: During the 2014-2015 school year, the school staff will gain a deeper understanding of social thinking, common language and expectations that will be integrated throughout the school.

Goal: During the 2014-2015 school year, Paton students will learn social thinking and common language strategies that will empower them to react appropriately to stressful and demanding situations.

Progress: In Process

- Established a social thinking leadership team at the end of the 13-14 school year
- Leadership team is meeting monthly to learn the curriculum and is making recommendations for implementation
- Leadership team has developed and delivered staff trainings to support this initiative
- Students are participating in common social thinking lessons via the school psychologist and Paton Pride meetings throughout the 2014-2015 school year.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: V. **Curriculum**

MEETING DATE: 11/12/14

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: VI. Policy

MEETING DATE: 11/12/14

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: VII. Budget

MEETING DATE: 11/12/14

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: IX. **New Business**

MEETING DATE: **11/12/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VIII. Old Business**

MEETING DATE: **11/12/1**

A. SHS Athletics: Update on Girls' Ice Hockey as a Varsity Sport

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on changing the Girl's Ice Hockey team from club status to a varsity sport?

BACKGROUND INFORMATION:

1. Currently the Girls' Ice Hockey club team operates as a de facto varsity sport. There has been a request to officially change the status of the club team to become a varsity sport.
2. Mr. Bazydlo will provide an update on the process of making this change to the current status of the program.

ACTION RECOMMENDED:

That the School Committee hear the presentation and take steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Shrewsbury High School Principal
Mr. Jason Costa, Director of Athletics

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545
Office of the Principal



Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: November 7, 2014
Re: Athletics Financial Analysis 2013-2014

As a follow up to the September 17th School Committee meeting, I have attached an excel spreadsheet that analyzes the costs associated with the SHS Athletic program for the 2013-2014 school year. Athletic Director, Jay Costa and I are prepared to answer any questions regarding this information.

Please contact me if you have any questions.

Shrewsbury High School Mission Statement

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, active contributors to the world in which they live.

Shrewsbury Athletic Budget FY 2013-2014

<u>Fall: (2013)</u>	<u>Football</u>	<u>Soccer (B+G)</u>	<u>X-Country(B+G)</u>	<u>Volleyball</u>	<u>Golf</u>
Coaches	\$32,236.00	\$15,056.00	\$10,362.00	\$10,199.00	\$4,902.00
Transportation	\$9,734.00	\$6,506.80	\$6,711.90	\$3,607.20	\$2,959.00
Officials	\$4,189.00	\$5,496.00	\$142.00	\$1,012.00	\$0.00
Total:	\$46,159.00	\$27,058.80	\$17,215.90	\$14,818.20	\$7,861.00

<u>...Fall: (2013)</u>	<u>Field Hockey</u>	<u>Cheerleading</u>	<u>Crew (B+G)</u>	<u>Coaches</u>	\$105,694.00
Coaches	\$7,366.00	\$6,087.00	\$19,486.00	Transportation	\$39,115.10
Transportation	\$3,474.50	\$4,035.90	\$2,085.80	Officials	\$13,968.00
Officials	\$3,129.00	\$0.00	\$0.00		\$158,777.10
Total:	\$13,969.50	\$10,122.90	\$21,571.80		

Fall Total Cost: **\$158,777.10**

<u>Winter: (2013-2014)</u>	<u>Basketball(B+G)</u>	<u>Ice Hockey</u>	<u>Gymnastics</u>	<u>Indoor Track(B+G)</u>	<u>Skiing(B+G)</u>
Coaches	\$25,349.00	\$12,149.00	\$5,168.00	\$15,664.00	\$3,400.00
Transportation	\$11,083.32	\$11,722.11	\$1,560.00	\$6,150.00	\$0.00
Officials	\$6,973.00	\$1,154.00	\$1,217.00	\$0.00	\$0.00
Total:	\$43,405.32	\$25,025.11	\$7,945.00	\$21,814.00	\$3,400.00

<u>...Winter: (2013-2014)</u>	<u>Swimming</u>	<u>Cheerleading</u>	<u>Coaches</u>	\$76,523.00
Coaches	\$8,721.00	\$6,072.00	Transportation	\$36,819.37
Transportation	\$3,545.00	\$2,758.94	Officials	\$10,312.00
Officials	\$968.00	\$0.00		\$123,654.37
Total:	\$13,234.00	\$8,830.94		

Winter Total Cost: **\$123,654.37**

<u>Spring: (2014)</u>	<u>Baseball</u>	<u>Softball</u>	<u>Crew (B+G)</u>	<u>Outdoor Track(B+G)</u>	<u>Tennis(B+G)</u>	<u>Lacrosse (B+G)</u>
Coaches	\$10,928.00	\$11,736.00	\$19,486.00	\$24,611.00	\$6,796.00	\$14,974.00
Transportation	\$3,257.30	\$4,582.03	\$3,312.92	\$3,936.66	\$5,014.62	\$10,067.59
Officials	\$2,710.00	\$2,541.00	\$0.00	\$1,675.75	\$0.00	\$5,341.00
Total:	\$16,895.30	\$18,859.03	\$22,798.92	\$30,223.41	\$11,810.62	\$30,382.59

Spring Total Cost: **\$130,969.87**

**Shrewsbury Athletic Budget
FY 2013-2014**

Coaches **\$88,531.00**
 Transportation **\$30,171.12**
 Officials **\$12,267.75**
\$130,969.87

Total Coaches \$270,748.00
Total Transportation \$106,105.59
Total Officials \$36,547.75
\$413,401.34

\$413,401.34

Total Sports Costs:

Appropriations::

Insurance \$3,536.00
 R+M Equipment Reconditioning \$20,000.00
 Doctor's Fee's \$1,070.00
 Professional Development \$11,100.00
 Dues/Memberships **\$10,500.00**
 Facility Rental **\$41,000.00**
 Gameday Expenses: \$10,249.00
 Supervisor \$2,090.00
 Ticket Sellers \$4,965.00
 Announcers \$1,250.00
 Timers \$1,944.00

\$97,455.00

Total Miscellaneous Expenses:

Fall **\$39,115.10** Winter **\$36,819.37** Spring **\$30,171.12**

Transportation: \$106,105.59
 Coaches Salaries: \$270,748.00
 Officials: \$36,547.75
 Athletic Trainer \$40,000.00
 Athletic Medical Supplies \$4,000.00

\$554,856.34

Total Operating Cost(FY '13-'14):

Revenue:
 Gate Receipts \$42,617.00
 Athletic Fees \$290,910.00
 Sponsorships \$34,500.00
Total Revenue: \$368,027.00



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: X. **Approval of Minutes**

MEETING DATE: **11/12/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: XI. Executive Session

MEETING DATE: 11/12/14

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing negotiations with the Shrewsbury Education Association, where discussion in open session may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

That the School Committee discuss the information presented and take such action as it deems to be in the best interests of the Shrewsbury Public Schools.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: XII. Adjournment