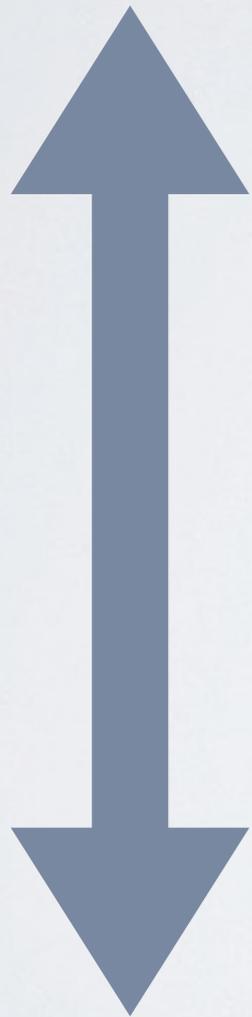
The logo for Shrewsbury Public Schools is a circular emblem. It features a central globe with a grid pattern. Overlaid on the globe are the letters 'S', 'P', and 'S' in a large, stylized, yellow font. The words 'SHREWSBURY PUBLIC SCHOOLS' are written in a blue, serif font around the top inner edge of the circle. At the bottom inner edge, the phrase 'EMPOWERING LEARNERS' is written in a blue, sans-serif font.

DISTRICT GOALS 2015-2017

Update to the School Committee
June 8, 2016

COHESIVE AND COORDINATED APPROACH



Strategic Priorities

Two Year District Goals

School Improvement Plans

Educator SMART Goals - Evaluation System

Professional Development

STRATEGIC PRIORITIES

2012-2016

- Increase Value to the Community
- Promote Health and Wellness
- Engage and Challenge All Learners
- Enhance Learning Through Technology

INCREASE VALUE TO THE COMMUNITY

2015-17 DISTRICT GOALS

- Partner with booster and community groups, local businesses, and alumni in order to raise \$1 million towards the renovation and improvement of the athletics infrastructure at Shrewsbury High School.

UPDATE

- The district's Coordinators of Volunteer Activities and Development, Michelle Biscotti and Kathleen Keohane, have been working with Patrick Collins, Assistant Superintendent for Finance & Operations Jay Costa, Athletic Director and Angela Snell, Director of Parks & Recreation, to begin planning this project. This has included researching how other school districts have approached similar projects.
- Ms. Biscotti and Ms. Keohane have been laying the groundwork for a capital campaign to begin in the fall of 2016.

PROMOTE HEALTH AND
WELLNESS

PROMOTE HEALTH AND WELLNESS

PROFESSIONAL PRACTICE GOAL

2015-17 DISTRICT GOALS

- Based on surveys and observations, each school will ensure a systematic response to address the needs of students who are at-risk for behavioral or mental health issues, especially those who are identified as lacking a connection to a caring adult in the school environment.

PROMOTE HEALTH AND WELLNESS

STUDENT LEARNING GOAL

2015-17 DISTRICT GOALS

- All students will be able to identify at least one way they can access the help and support they need in the school environment when they or a friend are struggling with social, emotional or mental health issues.

UPDATE

- Check and Reflect surveys administered to students at all levels
- Teams responding to students who were flagged on these surveys

Upper Elementary
Check & Reflect Survey

Name _____

1. How are you feeling today? (Circle your answer)

- Happy
- Frustrated
- Calm
- Sad
- Scared
- Excited
- Worried
- Angry

2. My thermometer is at:
1 - 2 - 3 - 4 - 5

Write Your Number Here

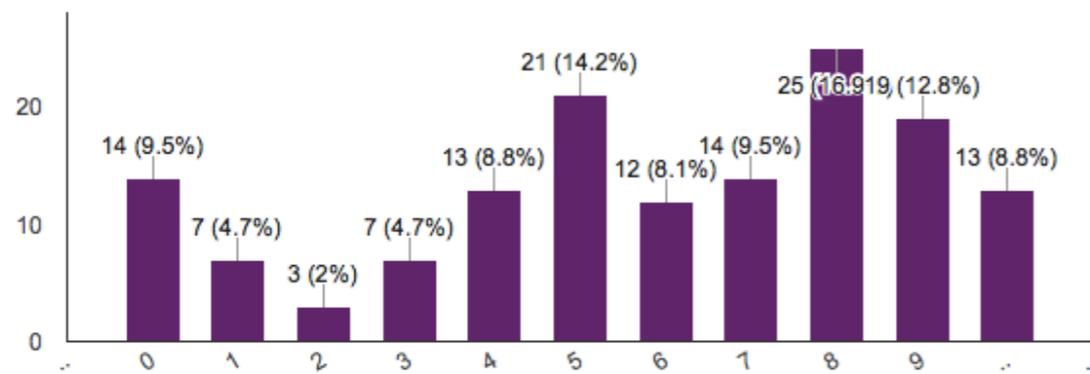
Remember:

- When you get to 3 or higher, you can:
- Relax: Square breathing, tighten and relax muscles.
- Think: Positive self-talk, big deal or little deal?
- Take a break.
- Ask an adult for help.

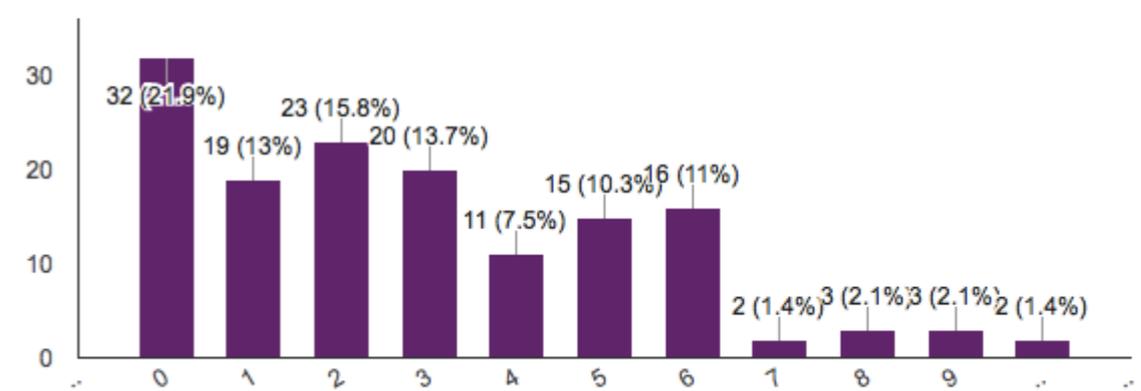
3. I tell an adult when I am upset at school: Yes or No

STRESS REDUCTION TOOL KIT

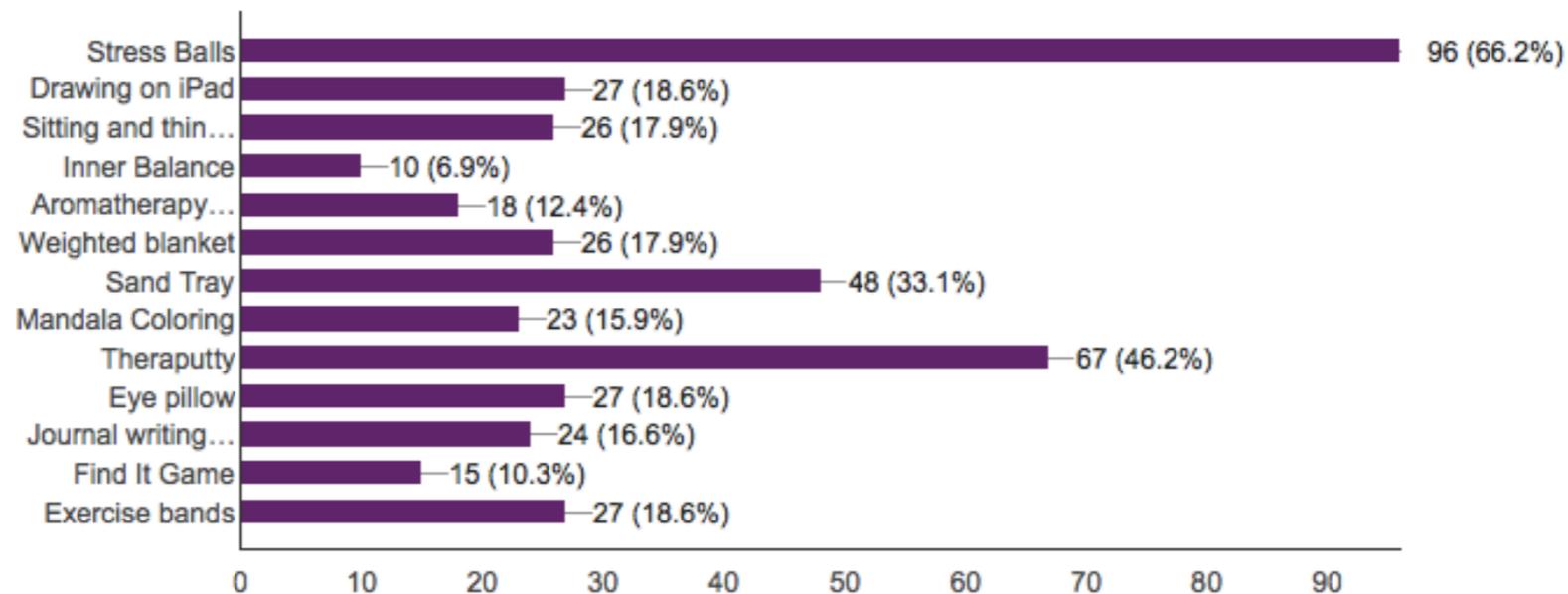
4. Pre-Rating (148 responses)



7. Post Rating (146 responses)



6. Strategies (145 responses)



ENGAGE AND CHALLENGE ALL
STUDENTS

ENHANCE LEARNING THROUGH TECHNOLOGY

ENGAGE AND CHALLENGE ALL LEARNERS

STUDENT LEARNING GOALS

2015-17 DISTRICT GOALS

- In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common writing assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.
- In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common mathematics assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.

UPDATE

Student: _____

Genre: Narrative Opinion Informative

Grade 3 Writing Rubric

Written Expression	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Focus For Instruction:
Development of Ideas	The student response: <ul style="list-style-type: none"> addresses the prompt shows effective and comprehensive development of the topic and/or narrative elements uses reasoning, details, text-based evidence, and/or description is largely appropriate to the task and purpose 	The student response: <ul style="list-style-type: none"> addresses the prompt shows some development of the topic and/or narrative elements uses some reasoning, details, text-based evidence, and/or description is somewhat appropriate to the task and purpose 	The student response: <ul style="list-style-type: none"> makes reference to the topic of the prompt develops the topic and/or narrative elements minimally uses limited reasoning, details, text-based evidence, and/or description is limited in its appropriateness to the task and purpose 	The student response: <ul style="list-style-type: none"> may not address the prompt does not develop the topic or narrative elements is inappropriate to the task and purpose 	<input type="checkbox"/> Address the prompt <input type="checkbox"/> Develop topic or elements <input type="checkbox"/> Text-based evidence and/or descriptions <input type="checkbox"/> Development is appropriate to the task and purpose <input type="checkbox"/> Other:
Organization		The student response consistently: <ul style="list-style-type: none"> demonstrates purposeful and controlled organization includes a strong introduction includes a strong conclusion 	The student response: <ul style="list-style-type: none"> demonstrates organization that sometimes is not controlled includes a limited introduction and/or conclusion 	The student response: <ul style="list-style-type: none"> demonstrates little or no organization lacks an introduction and/or conclusion 	<input type="checkbox"/> Organization <input type="checkbox"/> Introduction <input type="checkbox"/> Conclusion <input type="checkbox"/> Other:
Clarity of Language		The response expresses ideas with clarity by using: <ul style="list-style-type: none"> linking words and phrases descriptive words temporal words domain specific vocabulary 	The response expresses ideas with limited clarity by using: <ul style="list-style-type: none"> linking words and phrases descriptive words temporal words domain specific vocabulary 	The student response lacks: <ul style="list-style-type: none"> linking words and phrases descriptive words temporal words domain specific vocabulary 	<input type="checkbox"/> Linking words/phrases <input type="checkbox"/> Descriptive words <input type="checkbox"/> Temporal words <input type="checkbox"/> Clarity of ideas <input type="checkbox"/> Other:
Total Score	Advanced 10	Proficient 9 8	Needs Improvement 7 6 5	Warning 4 3	

Language & Conventions	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Focus For Instruction:
Knowledge of Language and Conventions	The student response shows length and complexity that demonstrates: <ul style="list-style-type: none"> command of a variety of conventions of standard English consistent with effectively edited writing there may be a few minor errors in grammar and usage, meaning is clear throughout the response 	The student response demonstrates: <ul style="list-style-type: none"> command of the conventions of standard English consistent with edited writing there may be a few distracting errors in grammar and usage, but meaning is clear 	The student response demonstrates: <ul style="list-style-type: none"> inconsistent command of the conventions of standard English there are a few patterns of errors in grammar and usage that may occasionally impede understanding 	The student response demonstrates: <ul style="list-style-type: none"> little to no command of the conventions of standard English there are multiple errors in grammar and usage demonstrating minimal control over language 	<input type="checkbox"/> Spelling/word work <input type="checkbox"/> Grammar <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Other:
Total Score	Advanced 4	Proficient 3	Needs Improvement 2	Warning 1	

PreK-12 Math and Writing Common Assessments Developed Across District

ENGAGE AND CHALLENGE ALL STUDENTS ENHANCE LEARNING THROUGH TECHNOLOGY

Curriculum Technology Instruction Assessment

ENGAGING ALL LEARNERS/TECHNOLOGY PROFESSIONAL PRACTICE GOAL 2015-2017 District Goals

By the end of the 2016-17 school year, all grade level and department teams will have **re-designed** and implemented an **existing learning experience** for students that includes:

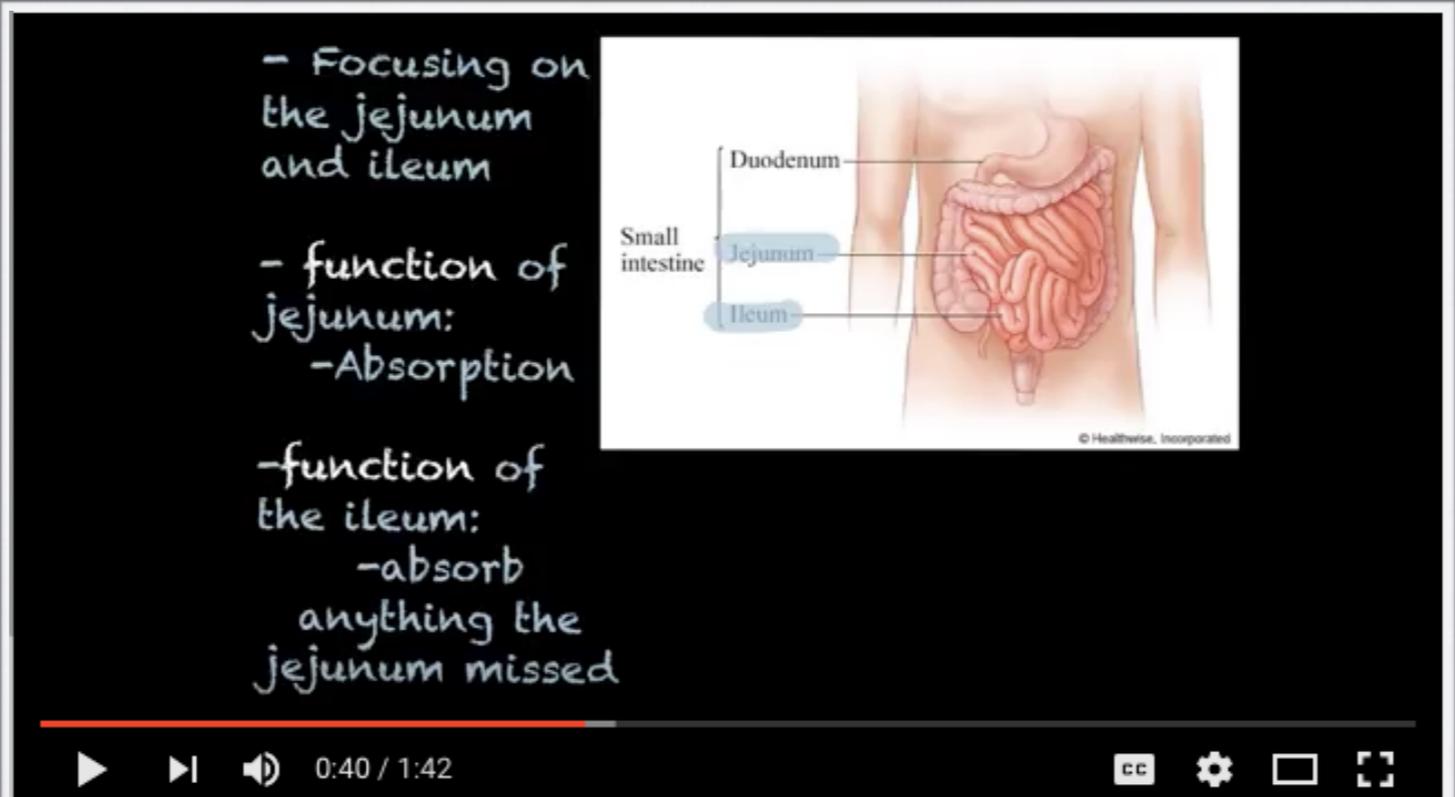
- An open-ended question that requires students to think critically about an engaging topic
- A special introductory event to the learning experience that generates curiosity and motivates students to learn more about the topic
- Multiple pathways to demonstrate learning
- Opportunities for students to share their thinking and collaborate with others
- Work shared with an audience beyond teacher and classroom
- Technology integration that enhances learning at the **Modification and/or Redefinition level (SAMR Model)**

The resources for this learning experience will be **organized digitally to support team and department collaboration and innovation.**

UPDATE

My HHA&P students recently completed a small project where we worked as a class to produce a “choose your own adventure” tutorial video about the digestive system. Always looking for an authentic audience (besides their own classmates), I thought I would pass it on to all of you! Feel free to use as review in biology classes or AP...(Jill Carter SHS Science Teacher)

<https://www.youtube.com/watch?v=rAYx2EabmHs&feature=youtu.be>



The screenshot shows a video player interface. On the left, there are handwritten notes in white on a black background:

- Focusing on the jejunum and ileum
- function of jejunum:
 - Absorption
- function of the ileum:
 - absorb anything the jejunum missed

On the right, there is a hand-drawn anatomical diagram of the human torso showing the digestive system. The small intestine is highlighted in blue and labeled with a bracket as 'Small intestine'. The three parts are further labeled: 'Duodenum' (the first part), 'Jejunum' (the middle part), and 'Ileum' (the last part). A copyright notice '© Healthwise, Incorporated' is visible at the bottom right of the diagram.

At the bottom of the video player, there is a red progress bar and a control bar with the following elements from left to right: a play button, a next button, a volume icon, a time display '0:40 / 1:42', a Creative Commons license icon, a settings gear icon, a full screen icon, and a close icon.

UPDATE

- Floral Second Grade “Leaders” Project
- Before: Read biographies about leaders and wrote report to hand into teacher
- Revised: Wrote to community leaders to get answers to their questions, options for final products, public exhibition



QUESTIONS?