



Elementary Schools Improvement Plan

Presentation to the School Committee

June 6, 2018

Shrewsbury Public Schools

Wendy Bell, Walter J Paton Elementary School

Tiffany Ostrander, Calvin Coolidge Elementary School

Chris Girardi, Beal Early Childhood Center

Bryan Mabie, Spring Street Elementary School

Lisa McCubrey, Floral Street Elementary School

Lisa Robinson, Parker Road Preschool

Space and resources to support effective learning

-Determine space needs to create equitable programming at the Preschool and Elementary Level



Learning environments where everyone's success matters



-Analyze and Inventory Current Inclusive Practices

-Professional Development

-Increase Participation

-Determine Common Measures to Identify Students Needing Support



Enhanced Well-Being of All

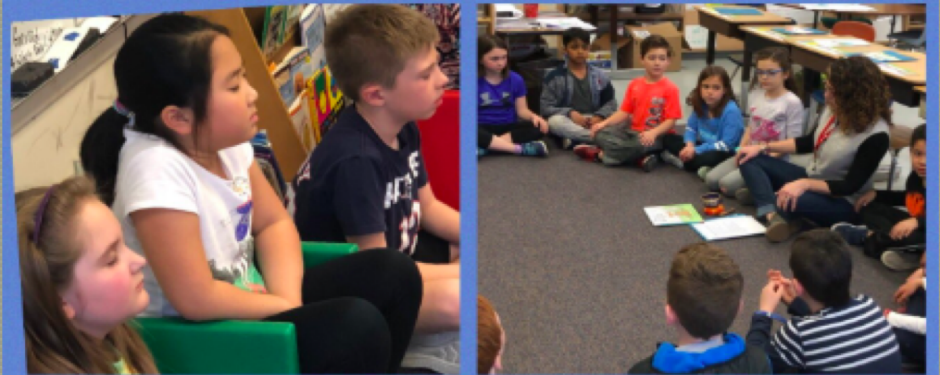
-Establish steering committee for common understanding of Social Emotional Learning competencies.

-Professional development

-School-based implementation plan

-Pilot assessment

-Inventory and identify resources and opportunities to enhance well-being



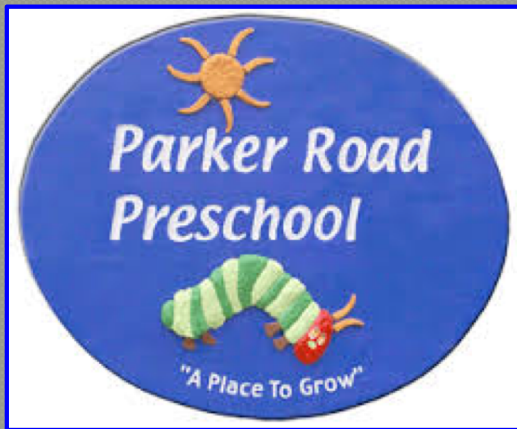
Connected Learning for a Complex World



- *Inventory current practices of PBL at the PK-4 level*
- *Report findings and make recommendations that emphasize:*
 - *critical thinking*
 - *creativity*
 - *communication*
 - *collaboration*
- *Leverage current curricular structures*

Elementary Schools 2018-2020 Improvement Plan

School Specific Goals



School Specific Goal: Parker Road Preschool

SOCIAL EMOTIONAL LEARNING (SEL) COMPETENCIES AND APPROACHES TO PLAY AND LEARNING

School Council Members:

Jeanine Niyonzima, Parent

Raffi Aroian, Parent

Tarah Joseph, Parent

*Maria Grimshaw, Speech &
Language Pathologist*

*Jacqueline Marcello, Team
Chairperson*

Jennifer Vangel, Teacher

*Dominic Ruggiere, Community
Member*



Massachusetts Standards for Preschool and Kindergarten
**Social and Emotional Learning, and
Approaches to Play and Learning**

June 2015



School Specific Goal: Beal School

**Social and Emotional
Learning competencies
for 'Approaches to Play
and Learning'**



School Council Members

Michelle Conlin, Parent

Richard Parshall, Parent

Sharon Goyette, Parent

Kate Stockwell, Community Member

Melissa Barrett, Teacher

Lisa McKiernan, Teacher

Gwen Molina, Teacher





School Specific Goal: Coolidge School

Faculty will share communications with families focused on social emotional competencies

- at least 2 communications per trimester
- provide a community engagement evening to educate the Coolidge Parent Community on social emotional competencies

School Council Members

Special thanks to:

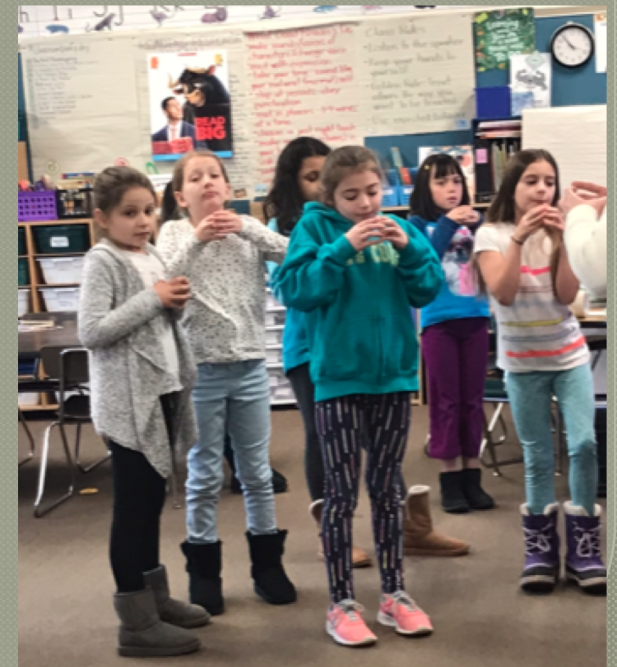
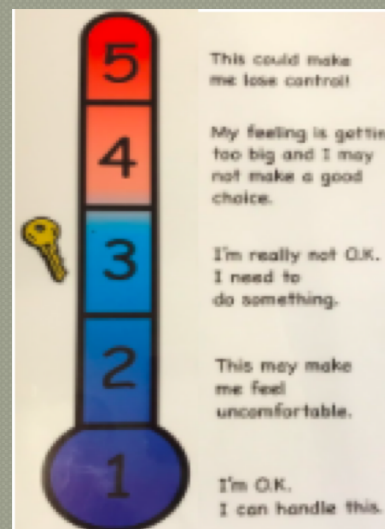
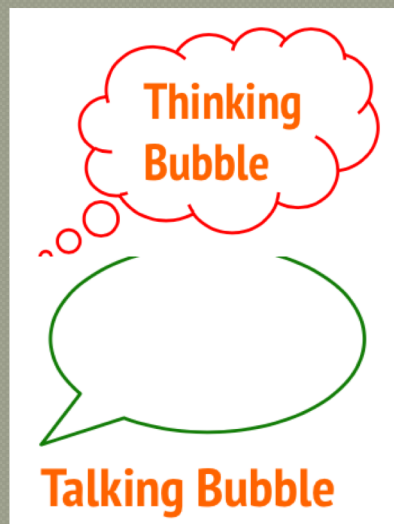
Stephanie Adaramola,
Parent

Diane Betti, Community
Representative

Jennifer Flemming,
Grade 2 Teacher

Adnan Malik, Parent
Kitty Raymond, ELL
Teacher

Ann Sheehy, Parent



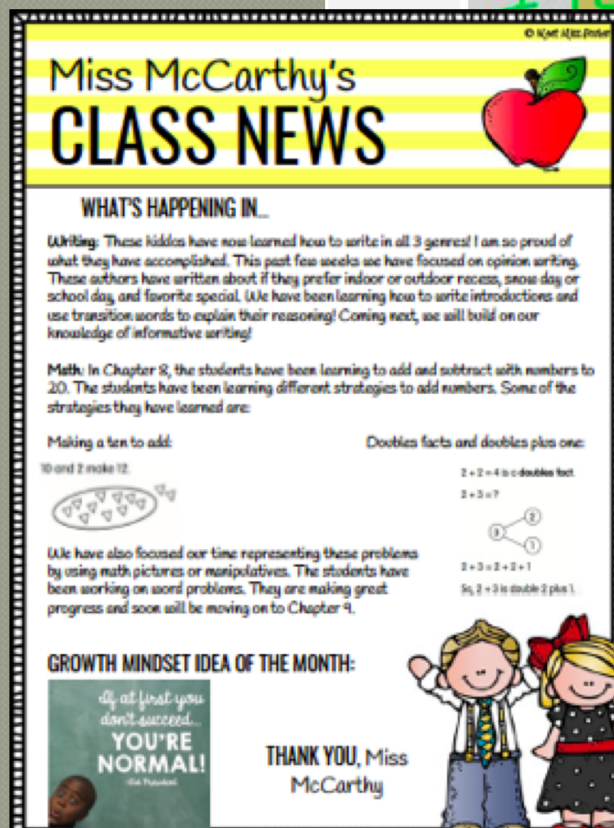
School Specific Goal: Floral Street School

Implement a consistent and regular plan of communications to families

School Council Members

Special thanks to:

Alana Dros, Parent
Lisa Bruschi, Parent
Kara Frankian, Teacher
Gitanjali Jain, Parent
Debbie Martel, Teacher
Sarah Miller, Teacher
Kimberly Olsen, Parent
Elaine Pescaro, Community Rep
Mikaela Powell, Teacher
Laura Spangenberg, Teacher



School Specific Goal: Paton School

Increase parent understanding of student writing progress through more frequent, specific feedback to families

First Grade Writing Rubric

	Advanced 4	Proficient 3	Progressing 2	Warning 1
Addresses the prompt with details	-Answers the question and uses some details to support your response -Stays on topic consistently	-Answers the question and uses some details to support your response -Stays on topic consistently	-Vague response to the question and limited details to support your response -Does not stay on topic	-Does not answer the question and has no details to support your response
Organization		-Includes an introduction and a conclusion -All events/facts/reasons are in a logical order	-Includes an introduction or a conclusion -Some events/facts/reasons are not in a logical order	-Introduction and conclusion are missing -Most events/facts/reasons are not in a logical order
Sentence Variety/ Word Choice		-Begins sentences in a variety of ways and uses descriptive words	-Begins sentences in a variety of ways or uses descriptive words	-Sentences are very simple
Total Score	10	9	7	4

Grammar & Spelling	-Consistently uses capitalization, punctuation and spacing -Few spelling and grammatical errors -Meaning is clear throughout the response	-Usually uses capitalization, punctuation, and spacing -Some spelling and grammatical errors -Meaning is clear throughout the response	-Sometimes uses capitalization, punctuation, and spacing -Many spelling and grammatical errors -Meaning is unclear at times	-Rarely uses capitalization, punctuation, and spacing -Response is too short to assess -Meaning is unclear
Total Score	4: Advanced	3: Proficient	2: Progressing	1: Warning

Student Goal *Karla will continue to review her work checking that it makes sense.*

Please sign and return *Lynsey Spauld*

Additional Parent Comments *Karla & I discussed how she could improve & taking the time to check her work before she is done.*

School Council Members

Ms. Angelina Adams School Psychologist

Mrs. Wendy Bell, Principal

Mr. Brian Gemborys, Parent

Mr. Paul Guerin, Parent

Mrs. Lynsey Heffernan, Parent

Mrs. Mary Beth Leifer, Classroom Teacher

Mrs. Lisa Papazian, Instructional Coach

Mrs. Melissa Wensky, Community Representative

School Specific Goal: Spring Street School



- ◎ Research the role that mindfulness may play in developing Social-Emotional competencies including self awareness and self regulation
- ◎ Collaboratively develop units and lessons integrating social-emotional competencies

School Council Members

Special thanks to:

Andrew Croxford

Erin Howard

Katie Karter

Meghan Parisi

Meghna Trivedi

Wolf Goethert

Lynne Bazydlo

Laura Chase

Allison Sullivan

Mia Whittemore

Questions?