

# Shrewsbury High School Improvement Plan



Presentation to the School Committee  
June 13, 2018

# School Council Members

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**Sharon Connolly**

**Nick Zecco**

**Lisa Easson**

**Norma Chico**

**Dana Pellegrino**

**Nga Huynh**

**Robert Ryan**

**Jean Marie Johnson**

**Marlie Atalabachew**

**Zac Tashjian**

**Todd Bazydlo**

# Space and Resources to Support Effective Learning

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ADDRESS STRESSED ENROLLMENT CAPACITY BY INCREASING PHYSICAL SPACE AND MAKING PROGRAMMATIC ADAPTATIONS

CREATE A TEAM DURING THE FALL OF 2018 TO STUDY CONSTRAINTS AND DEVELOP RECOMMENDATIONS TO ADDRESS SPACE & SCHEDULING CONCERNS. FINDINGS WILL BE SHARED WITH CENTRAL OFFICE ADMINISTRATION AND SCHOOL COMMITTEE BY DECEMBER 2018/JANUARY 2019.

# Learning Environments Where Everyone's Success Matters

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CREATE A COMMON UNDERSTANDING OF THE BENEFITS OF INCLUSIVE SCHOOLS AND DEVELOP A SHARED, SYSTEMATIC APPROACH TO ENSURE THAT EVERYONE HAS EQUITABLE ACCESS AND OPPORTUNITY FOR SUCCESSFUL LEARNING

- A. BY DECEMBER 2019: BASED ON THE COMMON DEFINITION THAT IS DEVELOPED BY THE DISTRICT, AN INVENTORY AND ASSESSMENT OF INCLUSIVE PRACTICES WILL BE COMPLETED AT SHS IN ORDER TO BEST DETERMINE AREAS OF IMPROVEMENT. CREATE SPECIFIC TARGETS FOR IMPLEMENTATION.
- A. BY JUNE 2020: REPORT OUT ON PROGRESS TOWARD IMPLEMENTATION TARGETS PREVIOUSLY IDENTIFIED AND REPORT FINDINGS REGARDING LEVELS OF INCREASED PARTICIPATION BY STUDENTS WITH AND WITHOUT DISABILITIES IN INCLUSIVE EDUCATIONAL PROGRAMMING (SUCH AS CO-TEACHING) AND ILLUSTRATE THE IMPACT OF THIS PROGRAMMING ON STUDENT LEARNING.

# Learning Environments Where Everyone's Success Matters

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ENSURE THAT ALL STAFF  
ACTIVELY PARTICIPATE IN PD  
FOCUSED ON INCLUSIVE AND  
CULTURALLY PROFICIENT  
PRACTICES THAT IMPROVE  
LEARNING AND SCHOOL  
CULTURES

25% OF STAFF MEETING TIME  
WILL BE DEDICATED TO  
CONDUCTING PD FOCUSED ON  
INCLUSIVE AND CULTURALLY  
PROFICIENT PRACTICES.

# Learning Environments Where Everyone's Success Matters

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ANALYZE DATA RELATED TO  
ACADEMIC PERFORMANCE AND  
OTHER INDICATORS OF SUCCESS  
TO IDENTIFY EXISTING GAPS  
AMONG POPULATIONS;  
DETERMINE AND IMPLEMENT  
ACTION STEPS FOR  
IMPROVEMENT; AND  
DEMONSTRATE SUCCESS AT  
CLOSING THESE GAPS

A. DURING 2018-2019 SCHOOL YEAR  
UTILIZE EDWIN ANALYTICS TO REVIEW  
STUDENT DEMOGRAPHIC AND  
PERFORMANCE DATA TO IDENTIFY  
ACHIEVEMENT OR PERFORMANCE GAPS  
AND DEVELOP PLAN TO REMEDIATE  
STUDENT ACHIEVEMENT.

A. DURING 2018-2019 UTILIZE EDWIN  
ANALYTICS TO REVIEW STUDENT  
DEMOGRAPHIC DATA TO IDENTIFY  
GAPS IN STUDENT OPPORTUNITY TO  
ACCESS ADVANCED PLACEMENT  
PROGRAMMING. DEVELOP A PLAN TO  
ADDRESS AND RECRUIT UNDERSERVED  
POPULATIONS AND PROVIDE ACCESS  
TO PROGRAMMING.

# Enhanced Well-Being of All

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CREATE A COMMON UNDERSTANDING OF THE BENEFITS OF THE SKILLS, HABITS, AND MINDSETS OF SOCIAL AND EMOTIONAL LEARNING AND DEVELOP A SHARED, SYSTEMATIC APPROACH TO EXPLICITLY TEACH, INTEGRATE, AND ASSESS THESE COMPETENCIES

BY OCTOBER 2018, MEMBERS OF SHS COMMUNITY WILL PARTICIPATE IN A DISTRICT COMMITTEE AND A SCHOOL-BASED STEERING COMMITTEE FOR SOCIAL EMOTIONAL LEARNING.

# Enhanced Well-Being of All

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ENSURE THAT ALL STAFF ACTIVELY PARTICIPATE IN PROFESSIONAL DEVELOPMENT FOCUSED ON THE SKILLS, HABITS AND MINDSETS OF SOCIAL AND EMOTIONAL LEARNING THAT IMPROVE STUDENTS' LEARNING, RESILIENCE AND FOCUS.

DEDICATE 25% OF FACULTY/DEPARTMENT/PD MEETING TIME DURING THE 2018-2020 SCHOOL YEARS WHERE STAFF WILL LEARN AND PARTICIPATE IN SEL PRACTICES THAT THEY CAN INCORPORATE INTO THEIR PRACTICE.



# Enhanced Well-Being of All

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IMPROVE SUPPORT SYSTEMS  
AND RESOURCES TO ENHANCE  
WELL-BEING OF STUDENTS AND  
STAFF

- A. IMPLEMENT A STUDENT WELLNESS AMBASSADOR TEAM (SWAT), DEVELOP A MINIMUM OF 6 SCHOOL WIDE ACTIVITIES THAT FOCUS ON EVERY STUDENT'S WELL-BEING, DEVELOP A "WELLNESS WEEK" DURING THE SPRING OF 2019 AND 2020
- A. DURING THE 2018-2019 SCHOOL YEAR, CONVENE A TEAM OF EDUCATORS TO DEVELOP A PLAN TO IMPLEMENT AN ADVISORY PERIOD. THE TEAM WILL REVIEW THE MOST RECENT CURRICULUM AND MAKE REVISIONS AND IMPLEMENT AS SOON AS POSSIBLE.

# Connected Learning for a Complex World

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INTEGRATE PROJECT-BASED LEARNING EXPERIENCES THAT REQUIRE STUDENTS AT ALL GRADE LEVELS TO CREATE COMPLEX, HIGH-QUALITY WORK FOR AN AUTHENTIC AUDIENCE, WITH AN EMPHASIS ON CRITICAL THINKING, COMMUNICATION, CREATIVITY, AND COLLABORATION

- A. BY JUNE 2019, CREATE AN INVENTORY OF CURRENT PRACTICES THAT ALIGN WITH THE ELEMENTS OF PROJECT-BASED LEARNING
- A. BY JUNE 2020, CONTINUE TO DEVELOP PROJECT-BASED LEARNING OPPORTUNITIES THAT INCORPORATE AUTHENTIC AUDIENCES AND EXHIBITIONS OF LEARNING WITH IMPROVED CONSISTENCY ACROSS ALL GRADE LEVELS AND CONTENT AREAS

# Connected Learning for a Complex World

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REVIEW AND ADAPT CURRICULUM AND INSTRUCTIONAL APPROACHES TO HELP STUDENTS GAIN THE KNOWLEDGE AND SKILLS NECESSARY TO BECOME ETHICAL, EMPATHETIC, INFORMED, AND FINANCIALLY SELF-SUFFICIENT CITIZENS WHO MAKE THOUGHTFUL DECISIONS AND CONTRIBUTE POSITIVELY TO THEIR COMMUNITY

CONTINUE TO PROVIDE STUDENTS THE OPPORTUNITY TO PARTICIPATE IN FINANCIAL LITERACY SEMINARS INCLUDING: THE ROAD TO INDEPENDENCE AND THE REALITY FAIR FINANCIAL LITERACY SIMULATION.

# Connected Learning for a Complex World

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REVIEW AND ADAPT FEEDBACK AND HOMEWORK SYSTEMS IN ORDER TO IMPLEMENT EFFECTIVE, RESEARCH-BASED PRACTICES THAT ENHANCE LEARNING AND BUILD STRONGER PARTNERSHIPS WITH STUDENTS AND FAMILIES.

BY THE FALL OF 2019, CONVENE A GROUP OF EDUCATORS TO REVIEW HOMEWORK PRACTICES AND IDENTIFY AREAS FOR IMPROVEMENT. CREATE IMPLEMENTATION PLAN FOR STAFF.

# Connected Learning for a Complex World

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BUILD COMMUNITY PARTNERSHIPS WITH BUSINESSES, INSTITUTIONS, AND INDIVIDUALS IN ORDER TO INCREASE ACCESS TO EXPERIENTIAL LEARNING AND CAREER AWARENESS AND TO ENHANCE LEARNING IN THE STEAM FIELDS (SCIENCE, TECHNOLOGY, ENGINEERING, THE ARTS, AND MATHEMATICS)

- A. BY JANUARY 2019, REVIEW AND ASSESS THE EFFICACY OF THE PILOT WORK STUDY AND JOB SHADOW PROGRAMMING.
- A. BY JUNE OF 2019 ALL GRADE 10 STUDENTS WILL COMPLETE CAREER EXPLORATION ACTIVITIES THROUGH NAVIANCE. STUDENTS WILL IDENTIFY 3 CAREERS OF INTEREST AND FURTHER INVESTIGATE THESE CAREERS.

Questions?