



SHREWSBURY ELEMENTARY SCHOOLS 2023-2024 SCHOOL IMPROVEMENT PLAN

SHARED ELEMENTARY IMPROVEMENT GOALS

District Commitment to Educational Excellence

Shrewsbury Public Schools provides all students access to exceptional educational experiences by leveraging staff development, high-quality materials and technology, data analysis, instructional strategies, and a comprehensive system of support to meet the needs of all learners. Through these efforts, all Shrewsbury Public Schools students will demonstrate academic growth and achievement.

2023-2027 Educational Excellence Priority 2

Close Gaps: Reduce opportunity and achievement gaps to ensure all students are prepared for education and career advancement by growing all learners' literacy and "real life" skills.

District Goal	Action Steps	Staff Responsible
<p>2.1: Ensure that students in grades K-8 who score below grade-level expectations on benchmark assessments receive additional support and reduce the percentage of students qualifying for interventions by 10% by June 2024</p>	<ul style="list-style-type: none"> Implement an academic intervention system based on a multi-tiered system of support model in all elementary and middle schools, with a focus on literacy interventions by elementary and middle-level educators who teach reading/English language arts and on math interventions by middle-level educators who teach math 	<ul style="list-style-type: none"> Assistant Superintendent for Curriculum, Instruction, & Assessment K-8 Principals, Assistant Principals, Special Education Directors, Director of English Language Education Instructional Coaches/Curriculum Coordinators & Reading Specialists All PK-8 General and Special Educators who teach reading/English language arts and math All PK-8 Paraprofessionals who provide tutoring or support for reading/English language arts and/or math

Shared Elementary Goals Aligned with Educational Excellence Priority 2: Close Gaps

Elementary Goals	Action Steps	Staff Responsible
<p>2.1: Ensure that all students in grades K-4 across elementary schools who fall below the benchmark in literacy, as indicated by the STAR baseline assessment, receive additional support in literacy.</p>	<ul style="list-style-type: none"> ● Implement an academic intervention system based on a multi-tiered system of support model in all elementary schools ● Implement the next phase of the literacy initiative (including instruction, assessment, and intervention) that engages all grades K-4 educators in improving student literacy 	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum, Instruction, & Assessment ● K-4 Principals, Assistant Principals, Special Education Directors, Director of English Language Education ● Instructional Coaches/Curriculum Coordinators & Reading Specialists ● All K-4 General and Special Educators ● All K-4 Paraprofessionals who provide tutoring or support for reading/English language arts
<p>2.1: By June 2024, across all elementary schools, reduce the number of students in grades K-4 who need additional literacy support by at least 10%, as measured by the Trimester 3 STAR Assessment.</p>	<ul style="list-style-type: none"> ● Use the Star assessment program to measure every student’s progress at least three times, with additional progress monitoring for students receiving intervention ● Create a shared system for tracking assessment data to enable analysis for individual and group progress ● Hold at least three literacy data analysis meetings with grade level teams to monitor all students’ progress, and an additional three data analysis meetings to monitor the progress of students who are receiving interventions ● Create communication tools to provide regular family updates regarding student literacy progress 	

MAJOR HOWARD W. BEAL SCHOOL SPECIFIC GOAL

District Commitment to Enhanced Well-Being of All

Shrewsbury Public Schools prioritizes the social, emotional, behavioral, mental, and physical health of all students and staff by creating safe, supportive, and inclusive learning environments. This is accomplished by intentionally providing learning opportunities where all Shrewsbury Public Schools students and staff feel valued, supported, and empowered.

2023-2027 Well-Being Priority 1

Ensure a Safe and Inclusive Culture: Foster welcoming, safe, and inclusive learning communities where we honor and celebrate diversity, create connections and a sense of belonging for all, and support and engage all students, staff, and family members.

District Strategic Goal	Action Steps	Staff Responsible
<p>1.3: Increase the percentage of students districtwide who respond “favorably” to the Panorama survey in the category of “Belonging” by 5% from fall of 2023 to spring of 2024</p>	<ul style="list-style-type: none"> ● Implement academic and social and emotional learning (SEL) curriculum experiences and school activities to focus on building relationships between staff and students and to promote a sense of belonging for students (including use of the advisory model at SHS and Oak Middle School and class meeting models in grades PK-6) ● Analyze and report out on the Panorama survey data in the aggregate and by student demographic groups to identify differences in perception 	<ul style="list-style-type: none"> ● Assistant Superintendent for Community Partnerships & Well-Being ● Principals & Assistant Principals ● District Social and Emotional Learning Leadership Team ● All Educators who lead advisories and social and emotional learning lessons

Beal School-Specific Goal Aligned with Well-Being Priority 1

Maj. Howard W. Beal Goal	Action Steps	Staff Responsible
<p>1.3: By June 2024, reduce the number of students reporting less than favorably (overall red or yellow) on the Panorama SEL competencies (self efficacy, social awareness, and emotional regulation) by 10%</p>	<ul style="list-style-type: none"> ● Analyze fall 2023 Panorama data to identify students reporting less than favorably overall to the SEL competencies (self efficacy, social awareness, and emotional regulation) ● Identify and implement system of support for each of these students including SOS, check ins, regulation resources ● Identify times during the school day where SEL competencies can be explicitly taught ● Establish a system for ongoing monitoring of student progress ● Identify classrooms with 3 or more students with emotional regulation deficits and invite the classroom teacher to SST for tier 1 and 2 strategies ● Offer to participate in Trails to Wellness Tier 1 instructional pilot if the grant is approved 	<ul style="list-style-type: none"> ● Principals ● School Psychologists and School Adjustment Counselor ● Classroom, Specialist, and Special Education Teachers ● Director of Counseling and Mental Health ● Paraprofessional Staff

CALVIN COOLIDGE SCHOOL SPECIFIC GOAL

District Commitment to Optimization of Resources

Shrewsbury Public Schools maximizes student success by equitably allocating resources according to student needs while maintaining a fiscally sound budget, building efficient and effective systems to align efforts, and strengthening partnerships with all stakeholders. This work guarantees that all students can access the programs and services offered throughout Shrewsbury Public Schools.

2023-2027 Optimization Priority 4

Strategically and Equitably Allocate District Resources: Equitably distribute financial and other resources to maximize opportunities for all students.

District Goal	Action Steps	Staff Responsible
4.1: Investigate ways to ensure that all students have equitable access to educational enrichment opportunities	<ul style="list-style-type: none"> Review field study and enrichment activities being provided across all elementary schools to advance common experiences Develop a system for soliciting donations to help cover field study and other co-curricular costs for families with financial challenges 	<ul style="list-style-type: none"> Assistant Superintendent for Finance & Operations Assistant Superintendent for Curriculum, Instruction, & Assessment Elementary Principals

Calvin Coolidge School-Specific Goal Aligned with Well-Being Goal

Calvin Coolidge Goal	Action Steps	Staff Responsible
4.1: Investigate ways to ensure that all students have equitable access to school-based educational enrichment opportunities	<ul style="list-style-type: none"> Survey Coolidge families about enrollment in afterschool enrichment opportunities to identify areas to improve offerings and barriers for engagement in current options Use gained information from the family survey to improve school-based enrichment options such as adding/removing offerings, changing/adding different time of day options, and/or reducing pricing Create a plan to share with the Coolidge Family Community to support all students in participating in an enrichment option annually 	<ul style="list-style-type: none"> Calvin Coolidge School Principal Calvin Coolidge School Council comprised of staff, parents, and community members Calvin Coolidge School PTO Calvin Coolidge School Faculty Advisory Council comprised of K-4 educators and paraprofessionals

FLORAL STREET SCHOOL SPECIFIC GOAL

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2023-2027 Well-Being Priority 4

Enhance Behavioral Supports and Interventions: Implement a districtwide tiered system of support and interventions to address student behavioral needs.

District Goal	Action Steps	Staff Responsible
4.2: Implement common processes for implementing interventions and supports for students who are not making effective progress with social, emotional, and behavioral development	<ul style="list-style-type: none">• Continue the district’s participation in the Department of Elementary & Secondary Education’s Social Emotional Behavioral Academy program to continue the work to identify targeted interventions and systems that address PreK-12 student behavioral needs	<ul style="list-style-type: none">• Assistant Superintendent for Student Services• Assistant Superintendent for Community Partnerships & Well-Being• Director of Counseling & Mental Health Services• Social Emotional Behavioral Academy Team

Floral Street School-Specific Goal Aligned with Well-Being Goal

Floral Street School Goal	Action Steps	Staff Responsible
<p>4.2: Implement a minimum of three school-wide social-emotional learning tools across all classrooms that are student-friendly, align with the school’s core values, and teach/reinforce skills in self-management and responsible decision-making.</p>	<ul style="list-style-type: none"> ● Form a committee to draft a student-friendly set of core principles aligned to FSS core values (Falcon Four). ● Introduce and reinforce the Falcon Four principles with students, staff, and families. ● Develop and implement a schoolwide system of student recognition to acknowledge and celebrate students who demonstrate and/or made strong progress in demonstrating the Falcon Four principles. ● Identify priority times/settings in the school day to implement social-emotional goals and tools with all students K-4. ● Establish a system for ongoing monitoring and feedback. Regularly assess the impact of the goals/tools on students behavior. Adjust and update goals/tools as needed based on feedback and evolving needs. 	<ul style="list-style-type: none"> ● Floral Street School Principal ● Floral Street School Council comprised of staff, parents, and community members ● Floral Street School Social Emotional Team ● Floral Street School Faculty Advisory Council comprised of K-4 educators and paraprofessionals ● Floral Street School Faculty

WALTER J. PATON SCHOOL SPECIFIC GOAL

District Commitment to Optimization of Resources

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2023-2027 Optimization Priority 3

Maximize Family and Community Partnerships: Grow family and community partnerships in efforts to strengthen and expand opportunities for all students.

District Goal	Action Steps	Staff Responsible
<p>3.1: Strengthen and grow partnerships with families through outreach efforts, including but not limited to developing a network of volunteers for interview committees, enhancing family interpreter and translation supports, and connecting families with community resources</p>	<ul style="list-style-type: none"> ● Respond to the needs of newcomer families, including those at the emergency shelter, by utilizing state funding to add resources including a bilingual Family Coordinator, translation and interpretation resources, etc. ● Develop databases of family resources, including interview committee family volunteers with an emphasis on diverse backgrounds and interpreter and translation support resources ● Send a team of of educators and parents/caregivers to the Department of Elementary and Secondary Education’s Family School Partnership Summit to learn about best practices for family engagement 	<ul style="list-style-type: none"> ● Assistant Superintendent for Community Partnerships & Well-Being ● Director of English Language Education ● Executive Director of Human Resources ● Principals & Assistant Principals ● District Social Worker

Walter J. Paton School-Specific Goal Aligned with Optimization of Resources

Walter J. Paton Goal	Action Steps	Staff Responsible
<p>Throughout the 2023-2024 school year, increase opportunities from the previous school year for the Paton community to engage with one another and foster connections.</p>	<ul style="list-style-type: none"> ● Hold a fall festival and increase the number of family-based events from the previous year ● Incorporate community members and Paton alumni into our Monthly Paton Pride Meetings ● Expand Multicultural Night to include a curriculum focus and additional opportunities to celebrate Paton’s diversity throughout an extended time period ● Begin to establish a school-wide classroom Buddy Program ● Partner with SHS and R.I.S.E. to increase student volunteerism and opportunities to interact with current Paton students and educators ● Continue to partner with SRTS to hold monthly walks to school 	<ul style="list-style-type: none"> ● Walter J. Paton School Principal ● Walter J. Paton School Council comprised of staff, parents, and community members ● Walter J. Paton School PTO ● Walter J. Paton Cultural Committee comprised of K-4 educators and paraprofessionals

SPRING STREET SCHOOL SPECIFIC GOAL

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2023-2027 Well-Being Priority 1

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<p>1.3: Increase the percentage of students districtwide who respond “favorably” to the Panorama survey in the category of “Belonging” by 5% from fall of 2023 to spring of 2024</p>	<ul style="list-style-type: none"> • Implement academic and social and emotional learning (SEL) curriculum experiences and school activities to focus on building relationships between staff and students and to promote a sense of belonging for students (including use of the advisory model at SHS and Oak Middle School and class meeting models in grades PK-6) • Analyze and report out on the Panorama survey data in the aggregate and by student demographic groups to identify differences in perception 	<ul style="list-style-type: none"> • Assistant Superintendent for Community Partnerships & Well-Being • Principals & Assistant Principals • District Social and Emotional Learning Leadership Team • All Educators who lead advisories and social and emotional learning lessons

Spring Street School-Specific Goal Aligned with Well-Being Goal

Spring Street School Goal	Action Steps	Staff Responsible
<p>1.3: By June 2024, reduce the number of students reporting less than favorably (overall red or yellow) on the Panorama SEL competencies (self-efficacy, social awareness, and emotional regulation) by 10%</p>	<ul style="list-style-type: none"> ● Analyze fall 2023 Panorama data to identify students reporting less than favorably overall to the SEL competencies (self-efficacy, social awareness, and emotional regulation) ● Identify and implement a system of support for each of these students, including SOS, check-ins, regulation resources ● Monitor student progress using monthly electronic survey check-ins ● Offer to participate in Trails to Wellness Tier 1 instructional pilot if the grant is approved 	<ul style="list-style-type: none"> ● Principal ● School Psychologist and School Adjustment Counselor ● Classroom and Special Education Teachers ● Director of Counseling and Mental Health ● Paraprofessional Staff