



SHREWSBURY
PUBLIC SCHOOLS

Shrewsbury Elementary Schools Shared Improvement Goals



JANUARY 10, 2024

SHREWSBURY PUBLIC SCHOOLS

Strategic Plan 2023-2027

Our Commitments

Our Mission

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.



Core Values

Respect & Responsibility

Collaboration & Communication

High Standards & Expectations

Equity

District Commitment to Educational Excellence

- Shrewsbury Public Schools ensures exceptional educational experiences for all students.
- Leveraging staff development, high-quality materials, technology, data analysis, and support systems.
- Focus on academic growth and achievement for all students.

Strategic Priority - Close Gaps

GOALS

- 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.
- 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.

ACTION STEPS

- Implement the next phase of the literacy initiative
- Use the Star assessment program to measure every student's progress at least three times
- Implement an academic intervention system
- Create a shared system for tracking assessment data
- Hold at least three literacy data analysis meetings with grade level teams to monitor all students' progress,
- Create communication tools to provide regular family updates regarding student literacy progress

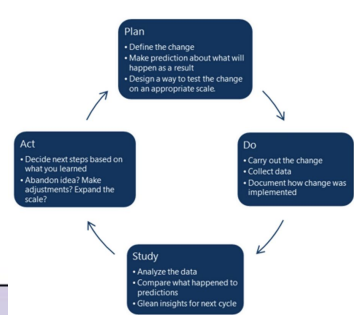
STAKEHOLDERS

- 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

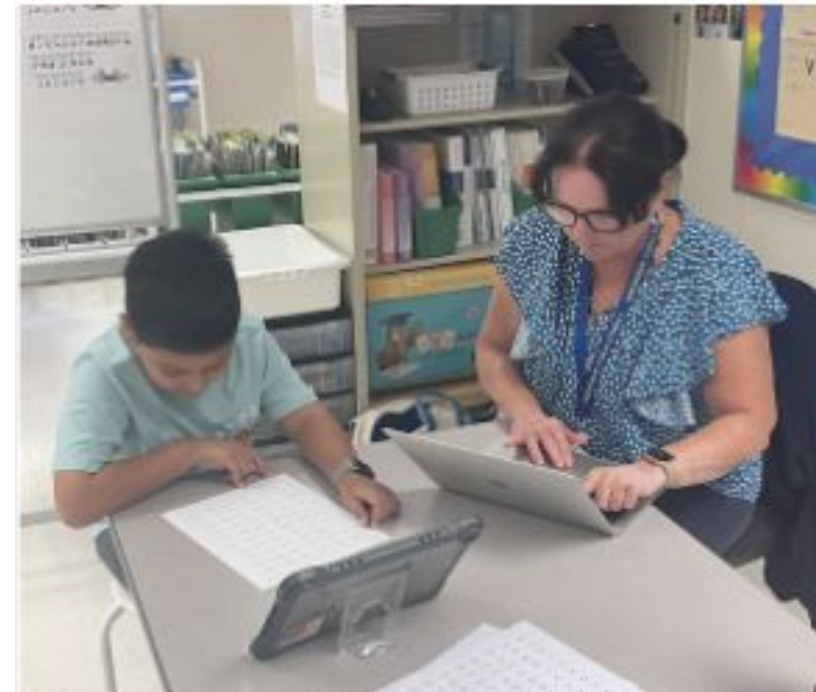
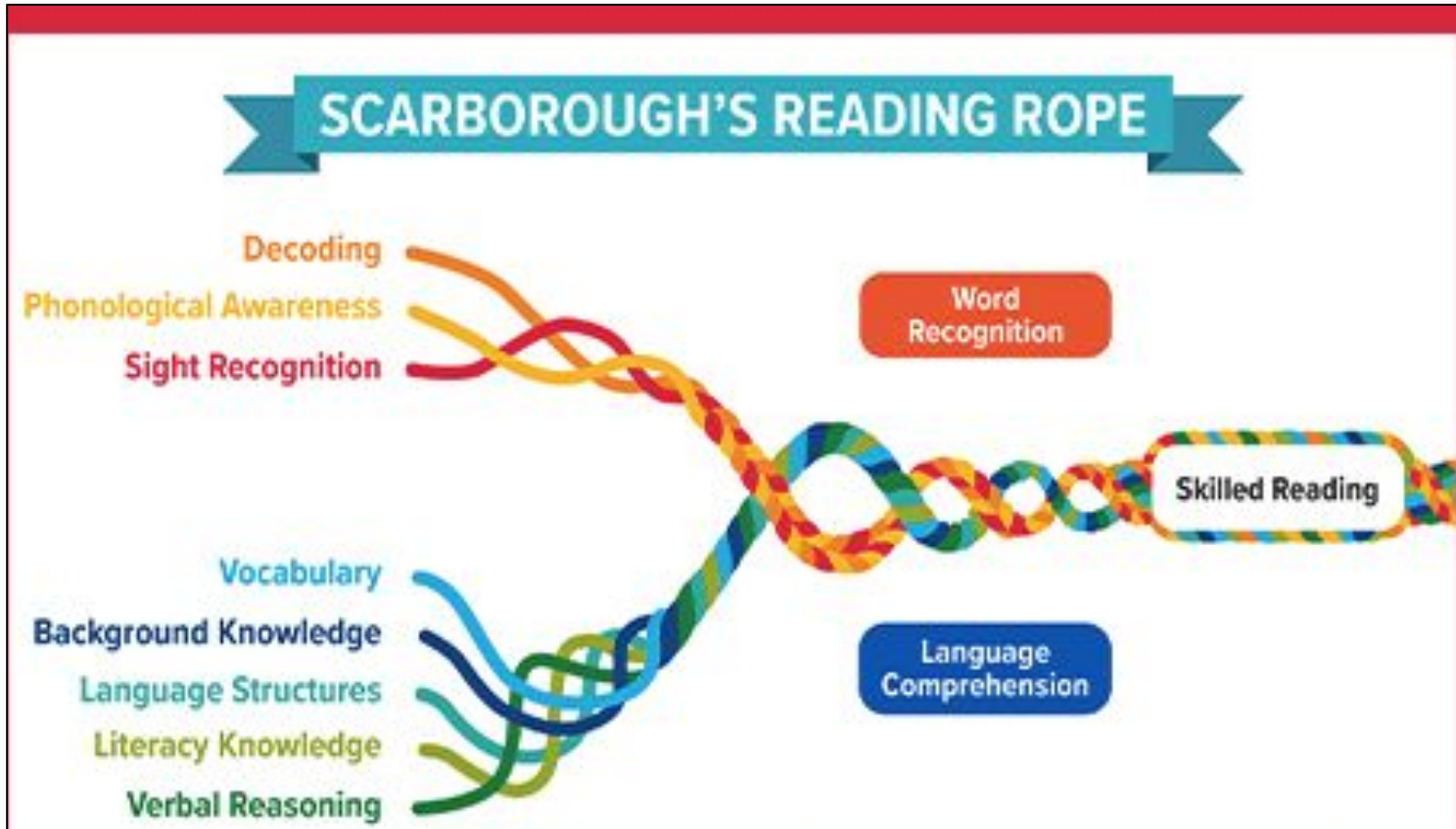
Our Goal in Action

SPS K-4 Data Meeting/Progress Monitoring Cycle

You can find detailed information about DESE's dyslexia requirements [here](#).

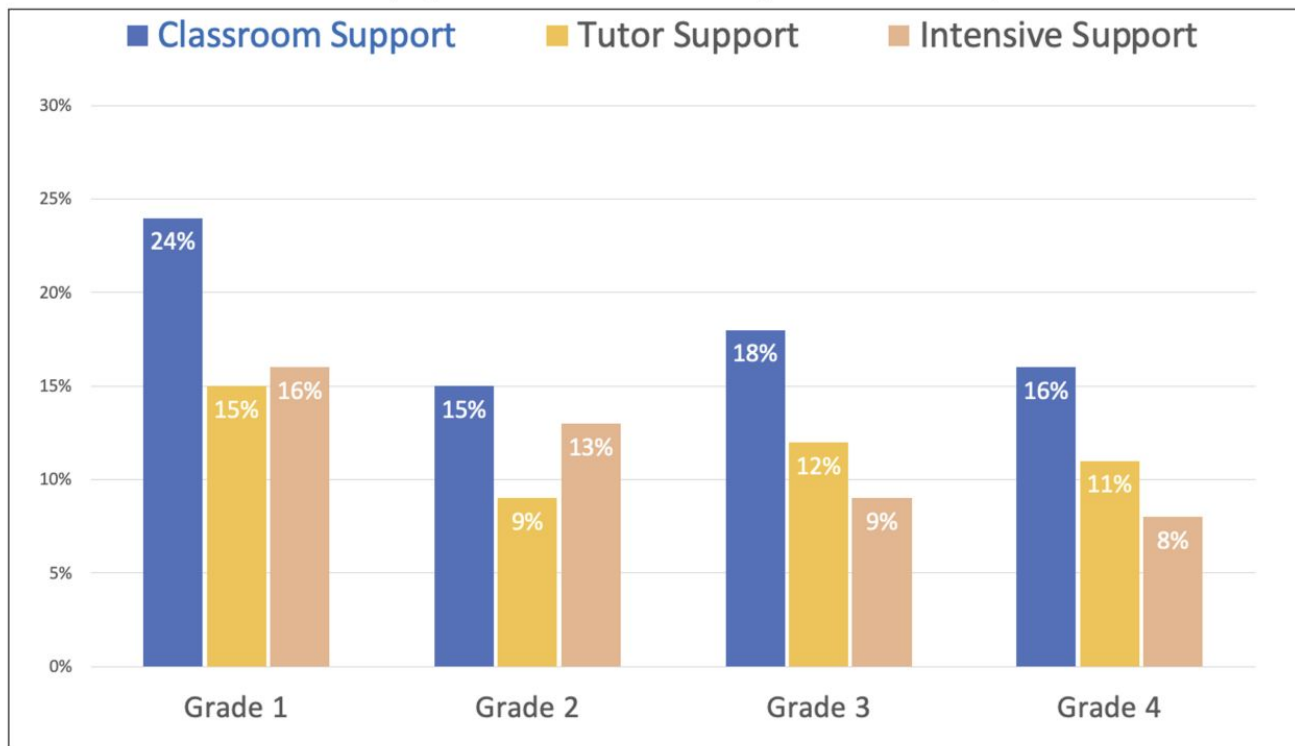


CBM	K			Gr. 1			Gr 2			Gr. 3			BOY	MOY	EOY
	BOY Nov.	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY			
Rapid Automatic Naming	X color	X color/LN	X LN	X LN			X LN			X LN					
Passage Oral Reading				X	X	X	X	X	X	X	X	X	X	X	X
Phoneme Segmentation	X	X	X	X	X	X									
Letter Naming	X	X	X												
Letter Sounds	X	X	X	X											
Expressive Nonsense Words			X	X	X	X	X	X	X	X	X	X			
Receptive Nonsense Words	CASE-BY-CASE														



September

Student Support: A Snapshot of Data Gr 1-4 Fall



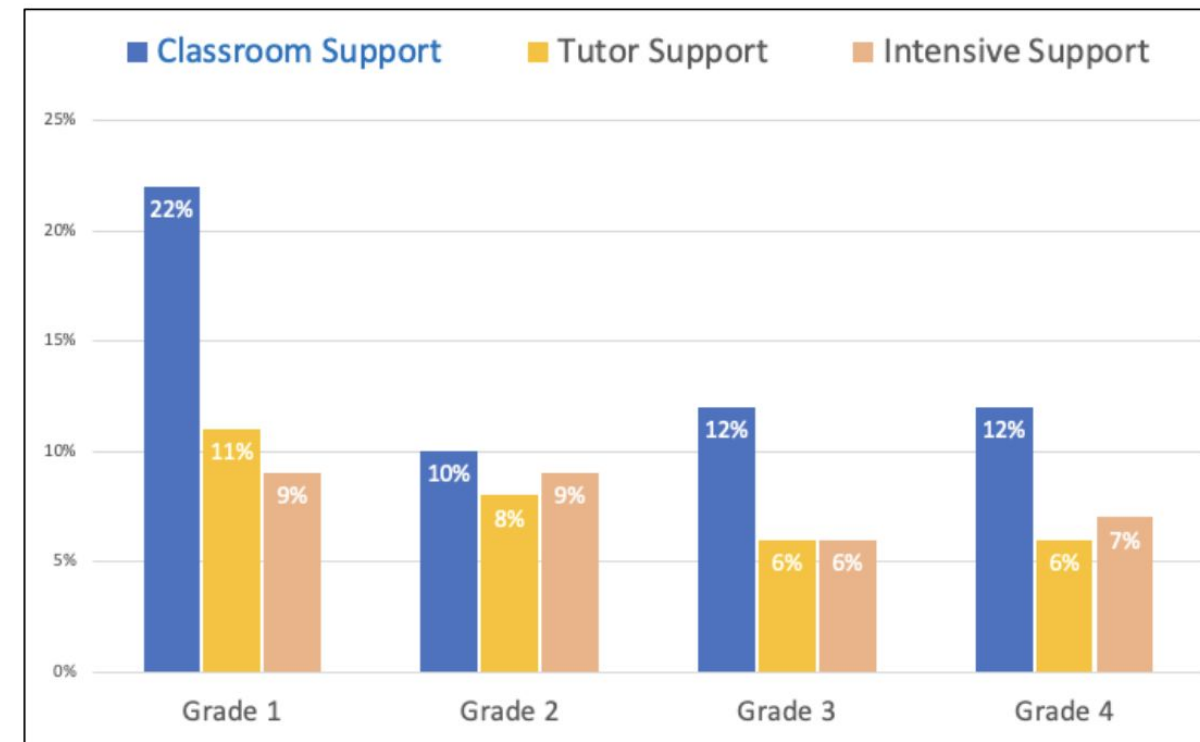
Total Percentage of Students Receiving Support

Grade 1	55%
Grade 2	37%
Grade 3	38%
Grade 4	35%

41%

December

Student Support: A Snapshot of Data Gr 1-4 Dec

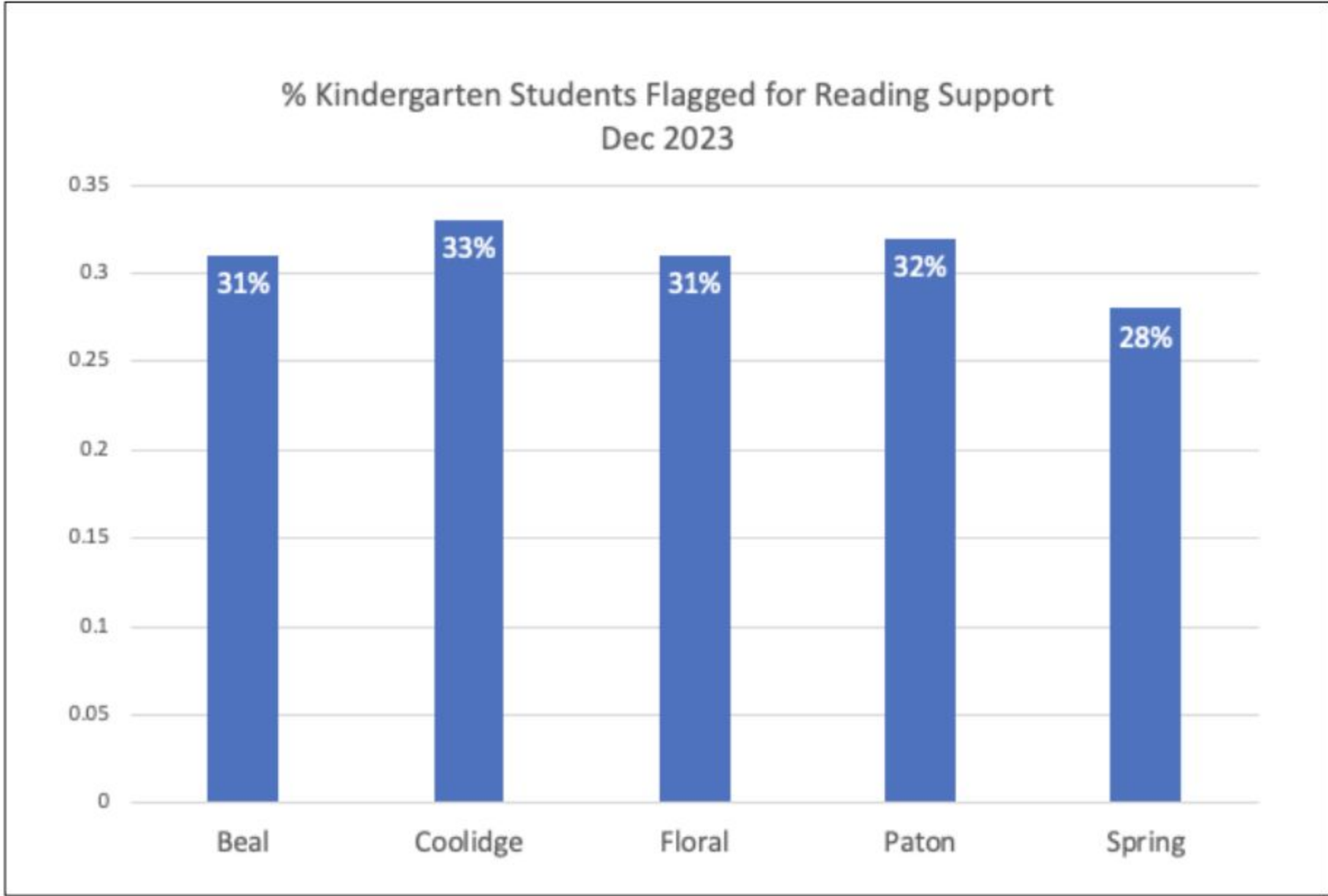


Total Percentage of Students Receiving Support December, 2023

Grade 1	42%
Grade 2	27%
Grade 3	24%
Grade 4	25%

30%

Student Support: Kindergarten Snapshot



Approximately 112 students or 31% of our Kindergarten students have been identified for additional reading support

31%

School-Specific Improvement Goals



Major Howard W. Beal School

Strategic Priority - Ensure a Safe and Inclusive Environment

GOALS

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%

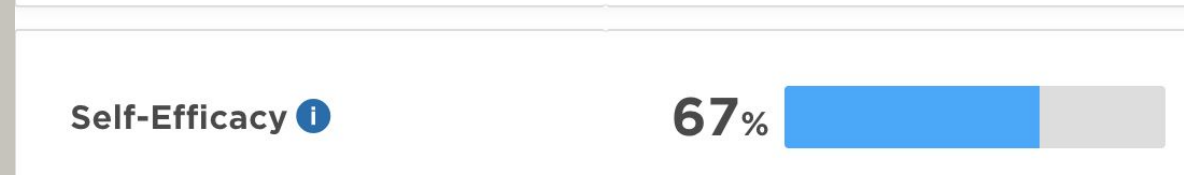
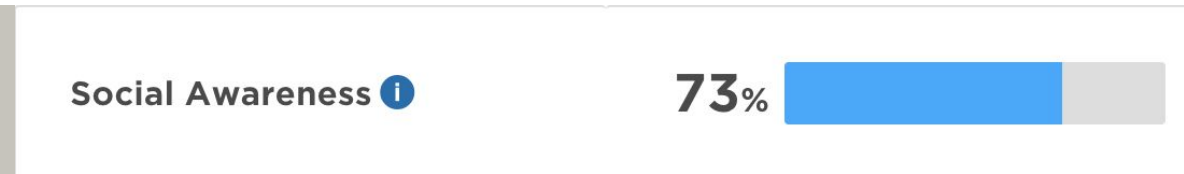
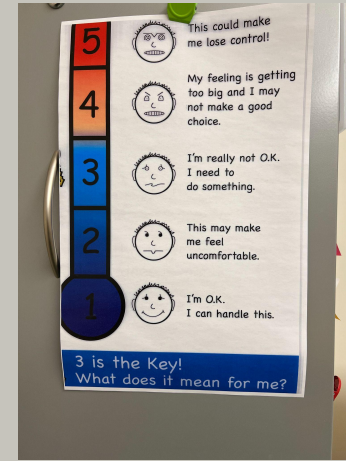
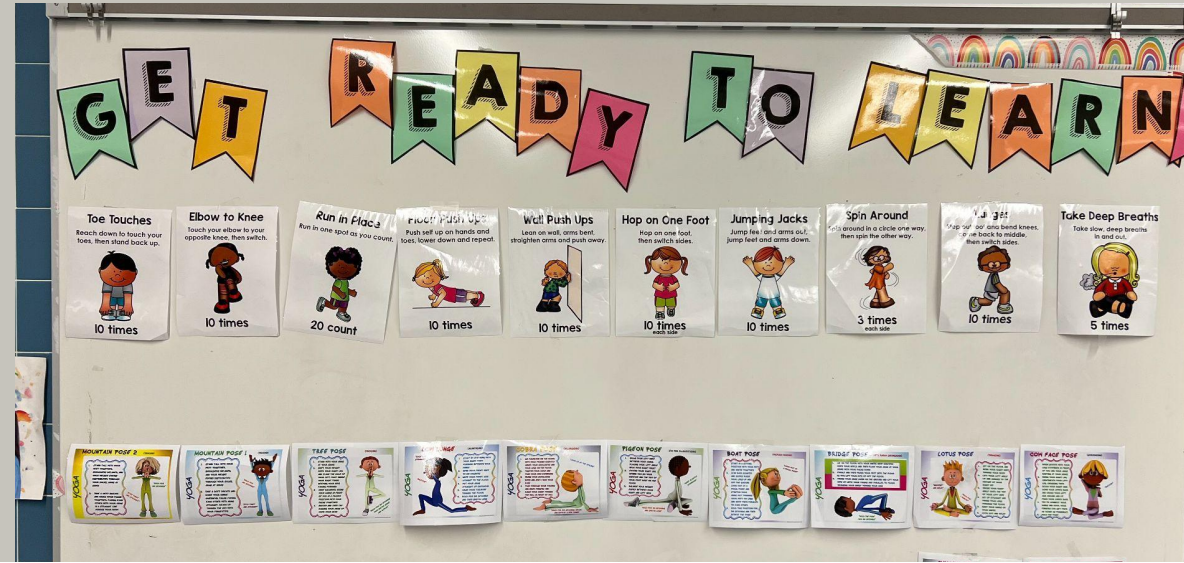
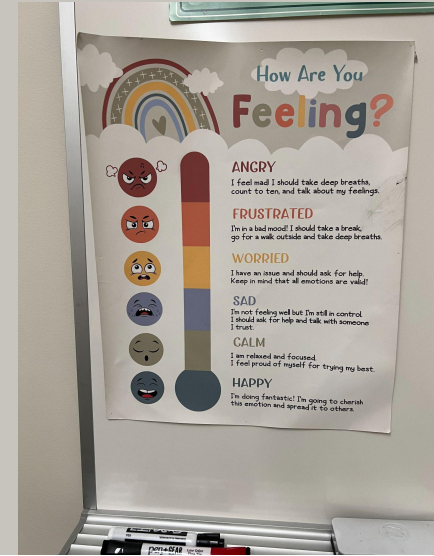
ACTION STEPS

- 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 2 instructional pilot if the grant is approved

STAKEHOLDERS

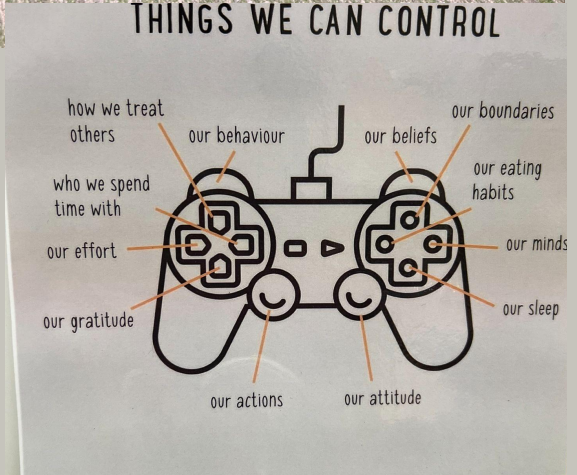
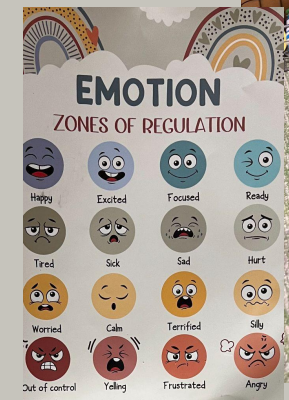
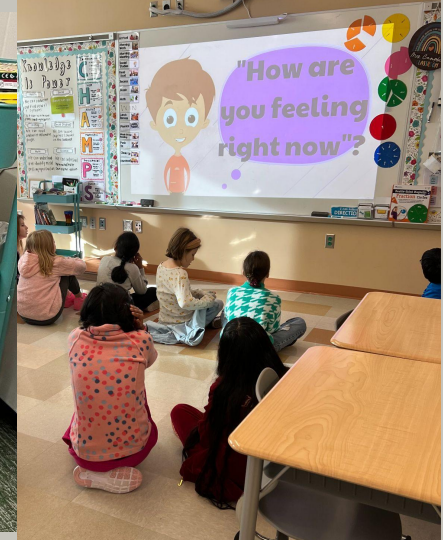
- Principals
- School Psychologists and School Adjustment Counselor
- Classroom, Specialist, and Special Education Teachers
- Director of Counseling and Mental Health
- Paraprofessional Staff

Major Howard W. Beal School



Our Social-Emotional Learning Goals

- Self-Awareness**: Ability to recognize emotions and thoughts and how they influence behavior. *I have a growth mindset!*
- Self-Management**: Ability to regulate emotions, thoughts, and behaviors in different situations. *I don't understand yet, but I will!*
- Social Awareness**: Ability to take the perspective of and empathize with others from different backgrounds. *I wonder how that made them feel?*
- Relationship Skills**: Ability to maintain healthy relationships with different individuals and groups. *We're different, and that's okay!*
- Responsible Decision-Making**: Ability to make caring choices about personal behavior and social interactions. *What can I do to help?*



Spring Street School

Strategic Priority-Ensure a Safe and Inclusive Environment

GOALS

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%

ACTION STEPS

- 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 2 instructional pilot if the grant is approved

STAKEHOLDERS

- Principal
- School Psychologist and School Adjustment Counselor
- Classroom and Special Education Teachers
- Director of Counseling and Mental Health
- Paraprofessional Staff

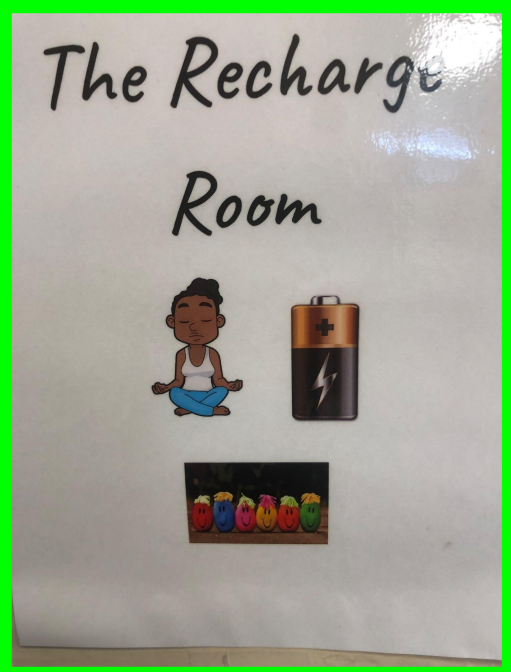


Spring Street School

Belonging is linked to better academic, psychological, and health outcomes
(Jose, Ryan, & Pryor, 2012)

Sense of Belonging **i** **79%**

Emotion Regulation **i** **48%**



S
O
S **SUPPORT**
ONE
STUDENT

Floral Street School

Strategic Priority - Strengthen Social and Emotional Learning Programming and Supports

GOALS

- 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.



ACTION STEPS

- 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.



STAKEHOLDERS

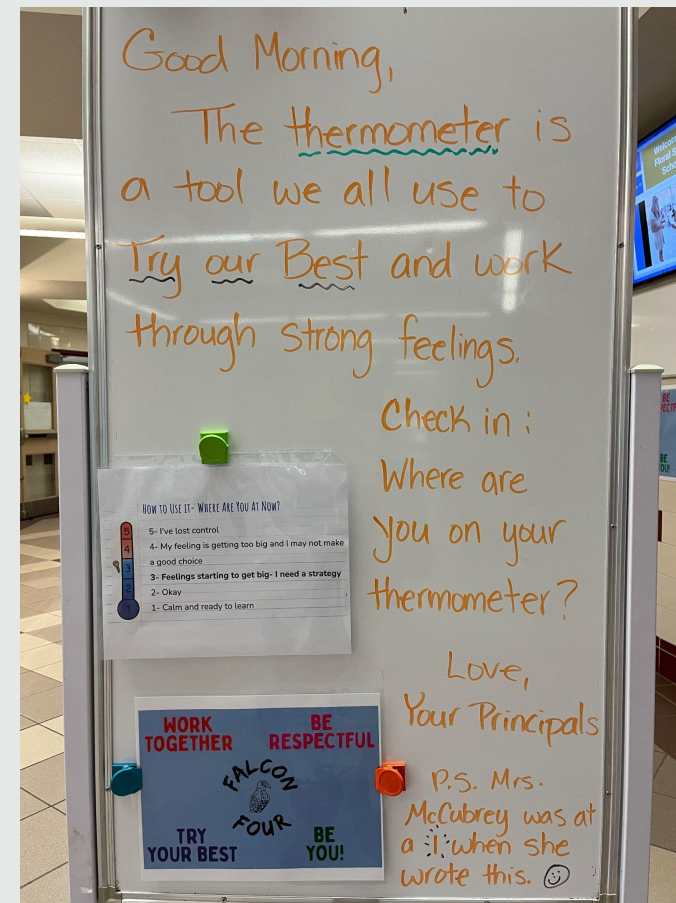
- Floral Street School Principal
- Floral Street School Council comprised of staff, parents, and community members
- Floral Street School Social Emotional Team
- Floral Street School Faculty Advisory Council comprised of K-4 educators and paraprofessionals
- Floral Street School Faculty

Floral Street School

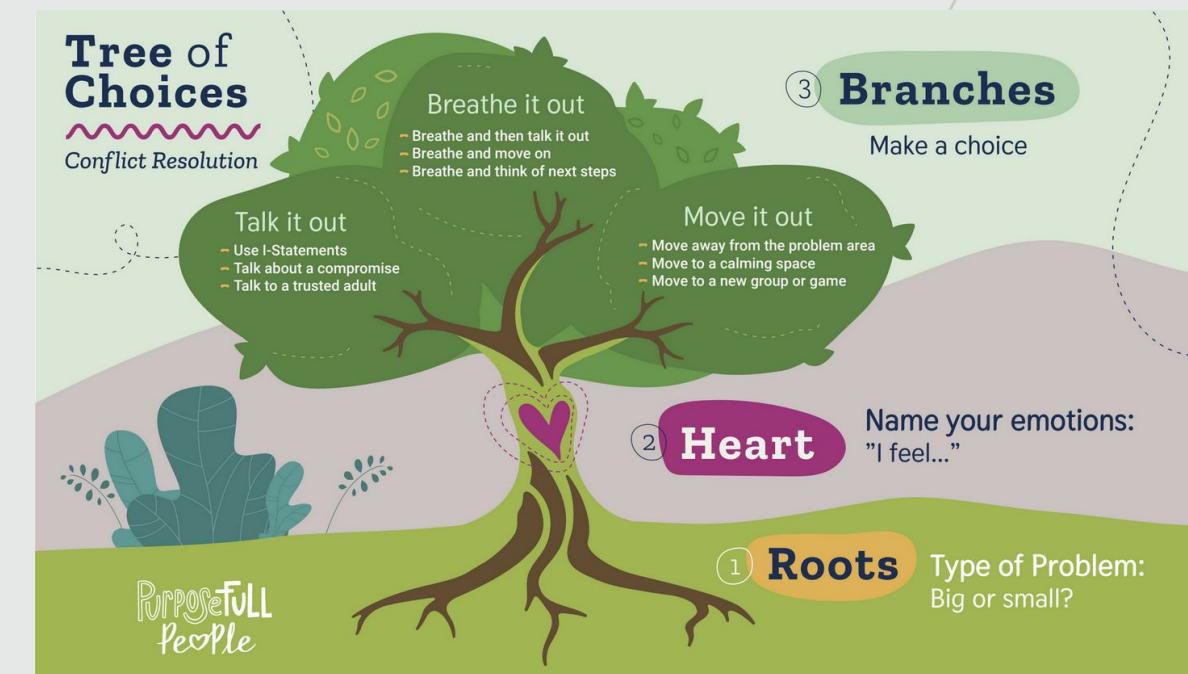
A



B



C



D

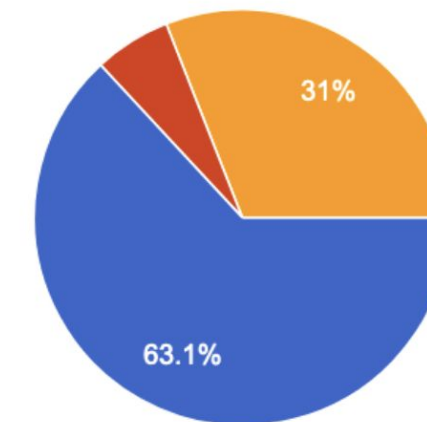
My Voice			
	Looks Like	Sounds Like	Where or When can I do this?
5		Outside Voice	
4		Loud Voice	
3		Classroom Voice	
2		Whisper	
1		Quiet Mouth and No Talking	

E



F

HOW HAS THE VOICE VOLUME CHANGED SINCE WE SET OUR GOAL AT THE NOVEMBER ALL SCHOOL MEETING?



- It is not as loud now.
- It is louder now than it was last month.
- I haven't noticed a change.

Calvin Coolidge

Strategic Priority - Optimization of Resources

GOAL

3D.1: Investigate ways to ensure that all students have equitable access to school-based educational enrichment opportunities



ACTION STEPS

- 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



STAKEHOLDERS

- 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

Calvin Coolidge



**SHREWSBURY
PUBLIC SCHOOLS**

AFTER SCHOOL ACTIVITIES PROGRAM (ASAP)

Fall 2023 Enrichment Opportunities & Enrollment		
<i>Enrichment "Host"</i>	<i>Class Offered</i>	<i>Enrollment</i>
ASAP Offering	Ballroom Dancing	2/10 - Canceled
ASAP Offering	Art Class	7/10
ASAP Offering	Creature creation	7/10
PTO Offering	STEM	10/20
PTO Offering	Chess	2/10 - Canceled



Walter J. Paton

Strategic Priority - Optimization of Resources

GOALS

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.

ACTION STEPS

- 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

STAKEHOLDERS

- 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

Walter J. Paton



Movie Nights



Walk to School Days



Cultural Night



AUGUST 2020

Back to School Carnival



Paton Pride Meetings



Buddy Classrooms

Thank you, School-Based Councils!

Beal Council Members

Skyler Acconcio, Teacher
Michelle Conlin, Parent
Kara Frankian, Community Member
Kristen Gasper, Principal
Lisa McKiernan, Teacher
Richard Parshall, Parent
Rajesh Uppalapati, Parent
Pam Weagle, Teacher

Paton Council Members

Dan Campbell, Teacher
Neary Detrick, Parent
Aimee DiPiazza, Parent
Keri Giles, Teacher
Paul Guerin, Community Rep.
Samantha Hayes, Parent
Colleen Kalagher, Teacher
Wendy Moran, Teacher
Ashley Orlando, Parent

Coolidge Council Members

Elizabeth Anderson, Parent
Cheryl Barron, ELL Teacher
Jillian Falvo, Music Teacher
Whitney Gauger, Parent
Himani Shah, Parent
Gurjeet Singh, Parent
Liz Todisco, Parent
Tyler Tombs, Community Rep.
Jennifer Wilson, Special Education
Teacher

Spring Council Members

Patrick Gerardi, Parent
Ian Keefe, Parent
Brian Liporto, Parent
Smitha Gudapakkam, Parent
Martha Kinback, Community
Member
Alison Kimball, Team Chair
Kristen Liporto, Teacher
Donna Rice, Instructional Coach
Kristin Toloczko, Teacher

Floral Council Members

Vanessa Colleran, Reading Specialist
Kristin Kilgore, Teacher
Katrina Lallier, Parent
Emma Lloyd, Teacher
Ani Marold, Teacher
Sarah Matthews, Instructional Coach
Gareth McAlinden, Community Member
Shane Quintard, Parent
Andrew Ralston, Parent
Jessica Seaver, Parent
Aalok Shah, Parent,
Subhashini Shankar, Parent
Meaghan Stambler, Teacher

DISCUSSION

