



# DRAFT District Strategic Goals and Action Steps for 2023-2024

## 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.

Strategic Priorities 2023-2027	Goals 2023-2024	Action Steps 2023-2024
<p><b>Ensure High-Quality Teaching and Learning:</b> Provide <b>all</b> students access to high-quality learning experiences in every classroom every day by developing and committing to districtwide expectations for high-quality teaching.</p>	<ul style="list-style-type: none"> <li>Implement the next phase of the PK-Grade 6 literacy initiative to increase the district’s capacity to provide all students the high quality instruction and materials necessary to support reading and writing achievement and access to grade level tasks and assignments</li> </ul>	<ul style="list-style-type: none"> <li>Continue to shift literacy instruction in PK-6 classrooms by providing robust professional development, start implementation of a foundational reading skills curriculum, and begin adoption of the EL Literacy program with at least one “early adopter” classroom per grade in each K-6 school.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop collective expertise of PreK-Grade 12 instructional leaders to support educators in implementing key elements of effective, high-quality teaching</li> </ul>	<ul style="list-style-type: none"> <li>Monthly District Leadership Team professional development on instructional leadership strategies that promote students’ access to appropriately challenging assignments that require high levels of student thinking and engagement</li> </ul>

SPS: DRAFT District Strategic Goals and Action Steps for 2023-2024

<p><b>Close Gaps:</b> Reduce opportunity and achievement gaps to ensure <b>all</b> students are prepared for education and career advancement by growing all learners’ literacy and “real life” skills.</p>	<ul style="list-style-type: none"> <li>● Ensure that students in grades K-8 whose academic performance is below benchmark receive additional support</li> </ul>	<ul style="list-style-type: none"> <li>● Implement an academic intervention system based on a multi-tiered system of support model in all elementary and middle schools</li> <li>● Implement the next phase of the literacy initiative (including instruction, assessment, and intervention) that engages all grades PK-6 educators in improving student literacy</li> </ul>
	<ul style="list-style-type: none"> <li>● Reduce the percentage of K-8 students of students requiring intervention according to the benchmark in the Star assessment system by 10% or more by June 2024</li> </ul>	
	<ul style="list-style-type: none"> <li>● Increase the number of SPS students in grades K-8 scoring at/above benchmark on the Star Reading assessment by 7% or more by June 2024</li> </ul>	
	<ul style="list-style-type: none"> <li>● Increase opportunities for SHS students to take advanced coursework in 2024-2025 in order to meet all state-set accountability targets, both for all students and for demographic subgroups</li> </ul>	<ul style="list-style-type: none"> <li>● Update high school course selection process in 2023-2024 to promote opportunities and access for students to increase participation in courses designated by the Department of Elementary &amp; Secondary Education as “advanced courses” for the for the 2024-2025 school year, including honors, AP level courses, and Project Lead the Way courses, with particular focus on demographic subgroups whose participation is below state benchmarks</li> </ul>

<p><b>Advance Career and Technical Education:</b> Strengthen <b>all</b> students' postsecondary preparedness by expanding access to career and technical education, evaluating course offerings, and exploring pathway opportunities.</p>	<ul style="list-style-type: none"> <li>• Create career and technical pathways for high school students, including coursework sequences followed by authentic field training experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin a partnership with the Blackstone Valley Hub where a pilot group of students will access experiential, hands-on technical learning exposing them to multiple vocations</li> <li>• Complete planning for expansion of Project Lead the Way courses as Innovation Career Pathway options in the areas of Advanced Manufacturing and Biomedical &amp; Life Sciences for the 2024-2025 school year</li> </ul>
	<ul style="list-style-type: none"> <li>• Expand opportunities for career exploration, job shadowing, and internships.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop partnerships with area businesses and organizations for high school student job shadowing, internships, and career exploration opportunities</li> <li>• Participate in MyCAP (My Career and Academic Plan) at SHS to further multi-year planning efforts designed to provide high school students with ongoing opportunities to plan for their academic, personal/social and career success in high school and beyond</li> <li>• Seek funding for Innovation Career Pathways initiatives by applying for the DESE's Part A Innovation Career Pathways grant, while seeking additional philanthropic donations for career and technical education efforts</li> </ul>

<p><b>Develop a Districtwide Data Culture:</b> Continue to systematize and fully implement a cycle of inquiry to inform decision-making to ensure <b>all</b> students have access to the support and resources needed to accelerate their growth towards goals and outcomes.</p>	<ul style="list-style-type: none"> <li>• At the K-8 level, develop and implement a system of collecting, reviewing, and acting upon multiple sources of student data regarding literacy performance at the district, school, grade/content team, and classroom level, using the principles of “professional learning communities.”</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Star assessment program to measure every student’s progress at least three times, with additional progress monitoring for students receiving intervention</li> <li>• Create shared system for tracking assessment data to enable analysis for individual and group progress and to identify trends</li> <li>• 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 progress of students who are receiving interventions</li> </ul>

## 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.

Strategic Priorities 2023-2027	Goals 2023-2024	Action Steps 2023-2024
<p><b>Ensure a Safe and Inclusive Culture:</b> Foster welcoming, safe, and inclusive learning communities where we honor and celebrate diversity, create connections and a sense of belonging for <b>all</b>, and support and engage <b>all</b> students, staff, and family members.</p>	<ul style="list-style-type: none"> <li>Continue to provide access to targeted professional development focused on inclusive and culturally proficient practices.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for paraprofessionals regarding understanding and responding to bias</li> <li>Complete the three-year professional development cycle of providing the <i>Becoming an Equitable Educator</i> course during early release days to those professional educators who did not take the course in years one and two</li> <li>Monthly professional development for District Leadership Team members regarding ways to promote instructional equity, counter bias and foster inclusion</li> </ul>
	<ul style="list-style-type: none"> <li>Increase the percentage of students who respond “favorably” to the Panorama survey in the area of “Belonging” by 5% from fall of 2023 to spring of 2024</li> </ul>	<ul style="list-style-type: none"> <li>Utilize academic and social and emotional learning (SEL) curriculum experiences and school activities to reinforce messages of belonging for students</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to foster inclusive and culturally proficient practices and seek feedback regarding perceptions of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Engage an outside expert to conduct an equity audit that will assess the effectiveness of current equity initiatives and make recommendations for ways to advance diversity, belonging, inclusion, and equity throughout the district.</li> </ul>

<p><b>Promote Student and Staff Wellness:</b> Expand opportunities for students and staff to strengthen mental health and physical wellness in support of overall well-being.</p>	<ul style="list-style-type: none"> <li>Review outcomes of school start time changes in order to determine impact on sleep health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impact of the change in start times on students, staff and families by reviewing attendance data, transportation schedules and access to extracurricular activities</li> </ul>
	<ul style="list-style-type: none"> <li>Initiate a staff wellness program and provide professional development and other opportunities to address workplace stress</li> </ul>	<ul style="list-style-type: none"> <li>Convene a SPS Staff Wellness Team to make recommendations for ways to improve staff wellness and to create a staff wellness program</li> </ul>
	<ul style="list-style-type: none"> <li>Determine ways to enhance students' nutritional options and dining experiences</li> </ul>	<ul style="list-style-type: none"> <li>Hire a district chef to enhance menu planning and meal preparation practices in the Food Service Department</li> </ul>
<p><b>Strengthen Social and Emotional Learning Programming and Supports:</b> Proactively deliver social and emotional learning opportunities to <b>all</b> students and maintain sufficient systems and resources to respond to students' social-emotional needs.</p>	<ul style="list-style-type: none"> <li>Continue professional development on current leveled social-emotional learning (SEL) curriculum and advisory experiences to ensure implementation with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>District SEL Leadership Team will continue to refine SEL programming at all levels, while monitoring student outcomes and making necessary changes to meet student needs</li> <li>Professional development in the area of SEL will be provided at three faculty meetings this school year</li> </ul>

<p><b>Enhance Behavioral Supports and Interventions:</b> Implement a districtwide tiered system of support and interventions to address student behavioral needs.</p>	<ul style="list-style-type: none"> <li>• Develop ways to assess student mental health and behavioral health needs</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a universal mental health screener and a system for using this information to match supports to student needs</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop interventions within the general education classroom for students with behavioral needs</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the district’s participation in the Department of Elementary &amp; 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement common processes for the district’s intervention process for students who are not making effective progress with social, emotional, and behavioral development</li> </ul>	
<p><b>Evaluate and Strengthen Safety and Security Systems and Protocols:</b> Work with public safety partners and outside experts to assess and enhance the district’s approach to crisis prevention and response.</p>	<ul style="list-style-type: none"> <li>• Assess the current state of the district’s safety and security systems and crisis response processes</li> </ul>	<ul style="list-style-type: none"> <li>• Engage an expert consultant to conduct an audit of the district’s current safety and security measures and make recommendations for improvements</li> <li>• Create an action plan to respond to the recommendations and implement what is possible in the short term</li> </ul>

## COMMITMENT TO OPTIMIZATION OF RESOURCES

Shrewsbury Public Schools maximizes student success by equitably allocating resources according to student need 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.

Strategic Priorities 2023-2027	Goals 2023-2024	Action Steps 2023-2024
<p><b>Partner with the Community to Maintain a Strong Financial Foundation:</b> Continue the financial stability that was established by the 2021 Operational Override.</p>	<ul style="list-style-type: none"> <li>Maximize available fiscal resources to advance the district’s strategic priorities, and continue to seek grants and philanthropic funding to provide opportunities for innovation and enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Seek funding for Innovation Career Pathways initiatives by applying for the DESE’s Part A Innovation Career Pathways grant, while seeking additional philanthropic donations for career and technical education efforts</li> <li>Launch a targeted capital campaign to support the Reaching Independence through Supported Employment (RISE) program for students age 18-22</li> <li>Promote giving to the SPS Colonial Fund to provide additional funds to strengthen innovative educational programming</li> </ul>
	<ul style="list-style-type: none"> <li>Partner with the Select Board to discuss options for a successor plan to the March 16, 2021 override statement to the residents of Shrewsbury</li> </ul>	<ul style="list-style-type: none"> <li>Meet regularly with Select Board members and town officials to review FY25 budget needs and multi-year projections that will inform the scope and timing of a succession plan</li> </ul>



<p><b>Hire, Support, and Retain High-Quality, Diverse Staff:</b> Diversify, support, and retain our high-performing team of educators and support staff.</p>	<ul style="list-style-type: none"> <li>Continue the district’s Teacher Diversification Project, including developing updated recruitment and selection processes, in order to attract a more diverse pool of qualified applicants and increase the number of talented educators and support staff who are representative of student and community demographics</li> </ul>	<ul style="list-style-type: none"> <li>The Teacher Diversification Team will develop and implement monthly professional development for the District Leadership Team to improve upon recruiting and hiring of diverse candidates</li> <li>Implement an updated Guide to Talent Acquisition through a series of activities with the District Leadership Team</li> <li>Maintain and expand opportunities for college and university recruitment, including attendance at a minimum of six career fairs, development of relationships with at least six college/university department heads, and posting all positions on HandShake and other university sites to increase diversity of applicants to teaching roles</li> <li>Learn about best practices to build a paraprofessional-to-teacher career development pipeline and create the initial outline of a plan for future implementation*</li> </ul>
<p><b>Maximize Family and Community Partnerships:</b> Grow family and community partnerships in efforts to strengthen and expand opportunities for <b>all</b> students.</p>	<ul style="list-style-type: none"> <li>Create a database of partnerships by category, including but not limited to interview committee volunteers, interpreter supports, family liaisons for community resources, and welcoming newcomers</li> </ul>	<ul style="list-style-type: none"> <li>Begin development of the database by seeking and listing interview committee family volunteers, with an emphasis on diverse backgrounds, followed by cataloging interpreter supports</li> </ul>

<p><b>Strategically and Equitably Allocate District Resources:</b> Equitably distribute financial and other resources to maximize opportunities for <b>all</b> students.</p>	<ul style="list-style-type: none"> <li>Investigate ways to ensure that all students have equitable access to educational enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Review field study and enrichment activities being provided across all elementary schools to ensure common experiences</li> <li>Develop a system for soliciting donations to help cover field study and other co-curricular costs for families with financial challenges</li> </ul>
<p><b>Improve Facilities to Address Overcrowding and Infrastructure Needs:</b> Address limitations of current physical spaces through expansion and/or renovation of facilities as needed.</p>	<ul style="list-style-type: none"> <li>Seek a remedy to high school overcrowding and academic space limitations by working to advance the application process with the Massachusetts School Building Authority for the potential expansion of Shrewsbury High School</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with school and town officials to complete all components of the Eligibility Module following a potential invitation into the Massachusetts School Building Authority’s pipeline</li> </ul>
	<ul style="list-style-type: none"> <li>Make recommendations for next steps forward to support appropriate elementary and preschool space</li> </ul>	<ul style="list-style-type: none"> <li>Form a PreK-Grade 4 Capital Planning Study Committee to review the 2023 Capital Inventory and Improvement Study (i.e., PK-12 Space Study) to study options and present a report with recommendations by spring of 2024</li> </ul>