

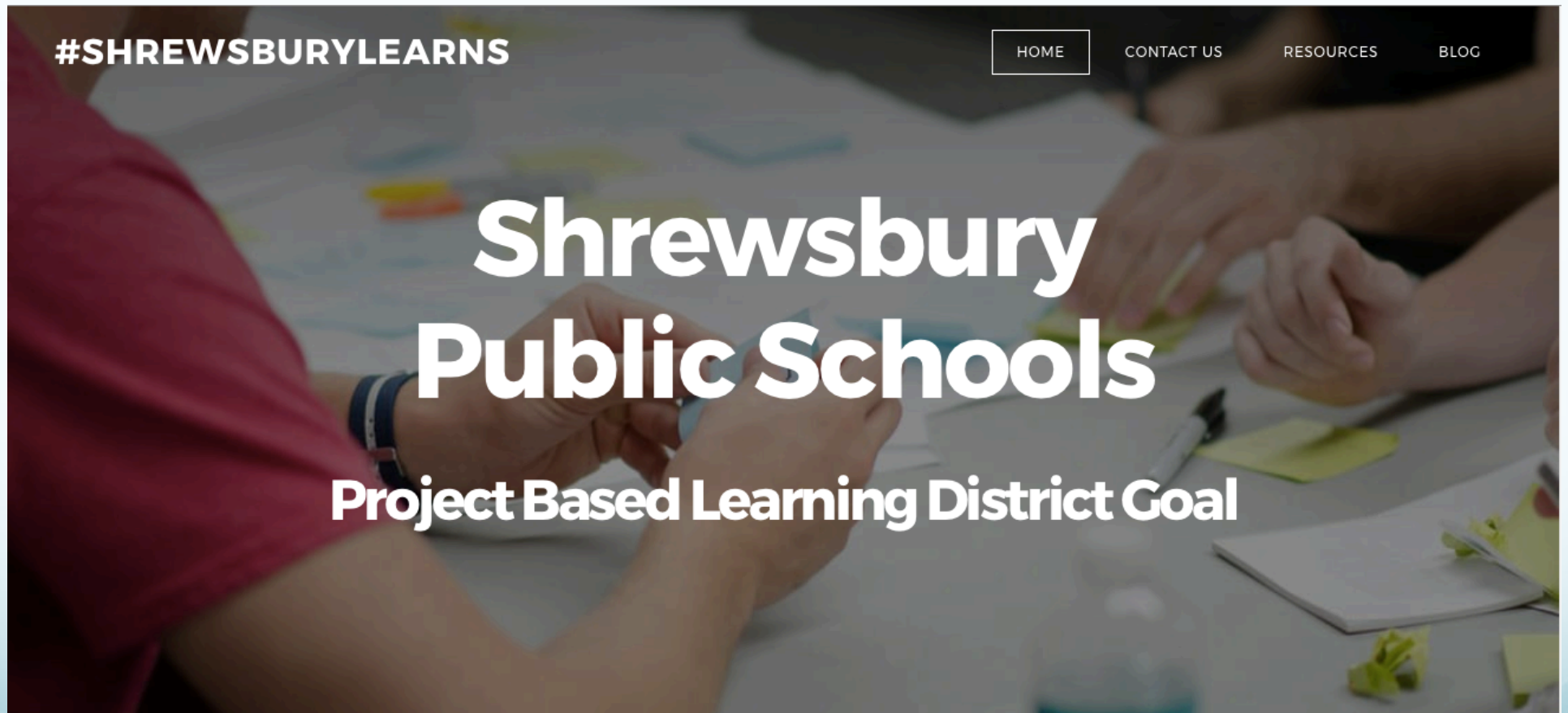
Engage and Challenge All Students

Strategic Priority Report to School Committee
May 24, 2017

Key Goals

- All students will participate in learning projects that require real world problem solving with clear benchmarks for proficiency.
- Full implementation of the Shrewsbury Writing Project to ensure students achieve high levels of proficiency in written communication across all content areas.
- All educators will participate in collaborative professional development in teaching 21st century skills and successfully apply this in the classroom.
- 90% of students, parents, and educators will agree that student learning experiences are engaging and that students participate in appropriately challenging coursework that meets their needs.

Real World Problem Solving



Bird is the Word Project

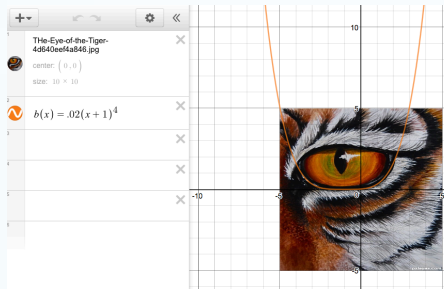
MENU

7 GREEN BIRD IS THE WORD 2017

FIELD GUIDES AND MORE



Math Meets Art Project



Johanna Geremia and Stephanie LoCascio
Math Meets Art Log entries
Part 2 (due Tuesday, April 25th)

Thursday March, 30 2017

Stephanie and I agreed to make an image that looks similar to a double helix. What we really will be graphing will be two cubic functions that create an hourglass-like image when graphed simultaneously. We have already submitted a proposal for our needed items to create the physical graph and have agreed on how it will be executed.

Tuesday, April 4th 2017

We will be using two cubic functions to create an image.

Functions we will be using:
 $f(x) = x^3$
 $g(x) = -x^3$

Derivative Functions:
 $f'(x) = 3x^2$
 $g'(x) = -3x^2$

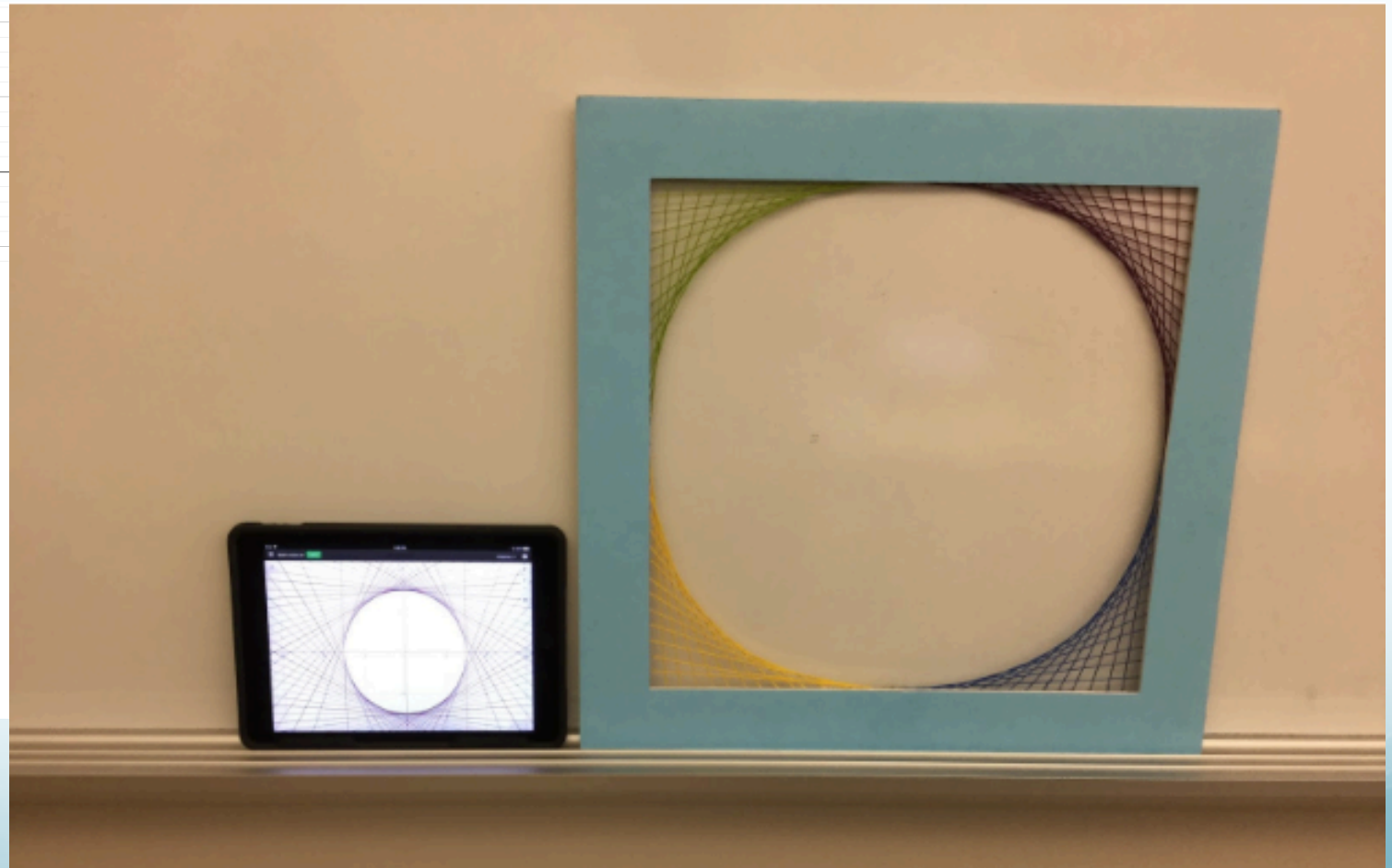
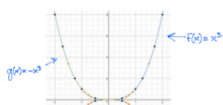
We calculated the derivative functions using the basic skills from first semester for finding the derivative of a function (shown above). What we have to do next is find 20 points each on the graphs that we will later use as the points for our tangent lines.

Wednesday, April 12th 2017

Stephanie's points to be used are written in purple and my points are written in blue:

$(-1,0)$	$(-1,0)$	$(-1,0)$	$(-1,0)$	$(1,0)$	$(1,0)$	$(1,0)$	$(1,0)$
$(-1,0)$	$(-1,0)$	$(-1,0)$	$(-1,0)$	$(1,0)$	$(1,0)$	$(1,0)$	$(1,0)$
$(-1,0)$	$(-1,0)$	$(-1,0)$	$(-1,0)$	$(1,0)$	$(1,0)$	$(1,0)$	$(1,0)$
$(-1,0)$	$(-1,0)$	$(-1,0)$	$(-1,0)$	$(1,0)$	$(1,0)$	$(1,0)$	$(1,0)$
$(-1,0)$	$(-1,0)$	$(-1,0)$	$(-1,0)$	$(1,0)$	$(1,0)$	$(1,0)$	$(1,0)$

Here is a graph depicting the functions and the points (in this case mine are orange and Stephanie's are black):





Project Tuning Protocol









Shrewsbury Writing Project

SPS Grade 3 Teachers

Resources ▶  **Grade 3 Writing**

 **Add Resources** ▼ **Options** ▼

<input type="checkbox"/>	Title
<input type="checkbox"/>	 <u>General</u> Added by Susan Conley · Sep 16, 2016
<input type="checkbox"/>	 Planning Charts Added by Susan Conley · Sep 16, 2016
<input type="checkbox"/>	 Assessments Added by Susan Conley · Mar 18, 2016
<input type="checkbox"/>	 Exemplars Added by Susan Conley · Mar 18, 2016
<input type="checkbox"/>	 Organizers Added by Susan Conley · Mar 25, 2016
<input type="checkbox"/>	 Resources Added by Lisa Papazian · Sep 16, 2016



WRITING IN SCIENCE

~~GMOs: TO LABEL OR NOT TO LABEL~~

▶ ▶| 🔊 0:06 / 3:57



Professional Development to Support 21st Century Teaching

<p>Shrewsbury 2017 Summer Institute <i>In Collaboration with the Westborough Public Schools</i></p>  <p>Shrewsbury High School June 26-29, 2017</p>	<p>Shrewsbury 2016 Summer Institute <i>In Collaboration with The Assabet Valley Collaborative</i></p> <p>Welcoming Presenters From...</p>  <p>Shrewsbury High School June 27-30, 2016</p>	<p>Shrewsbury 2015 Summer Institute <i>Empowering Learners</i></p>  <p>Shrewsbury High School June 22 - 25, 2015</p> 	<p>Shrewsbury 2014 Summer Institute <i>Empowering Learners</i></p>  <p>Shrewsbury High School June 23 - 27, 2014</p> 
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Design for Meaningful Learning

August 21-24 & Pre-Institute



Please join four of our Shrewsbury teacher leaders for an exploration into the design of meaningful learning experiences for students. After attending High Tech High's Winter Residency and integrating many deeper learning practices into their own classrooms, these educators have developed a course designed to support Shrewsbury teachers in integrating a project based approach to their instructional practice.



Course Overview

Participants will be immersed in interactive sessions that examine how to design for meaningful learning. Participants will gain an overview of the components of meaningful design. Workshops and break-out sessions will focus on project launch, critique & revision, design for one student, student agency, community connections, exhibitions of learning, assessment, and reflection. Participants will have time to develop and refine lessons and/or projects that will utilize some or all of these design components.

For additional information and course agenda please click [here](#)

Instructors:

- Elin Dolan, Oak Science Teacher
- Kate Lewis, Oak ELA Teacher
- Amy Prior, SHS Math Teacher
- Justin Winn, SHS ELA Teacher

When: 8/21-8/24 (plus Pre-Institute)

Who: Educators in Grades 5-12

Where: Sherwood Middle School Media Center

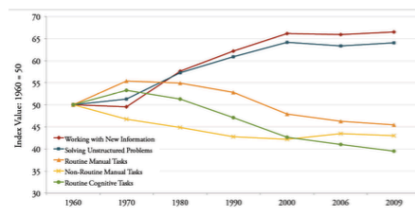
Time: 8am - 3pm

Credits/PDPs: Qualifies for 3 internal graduate credits and 67.5 PDPs

Registration is now open on ShrewsburyPD

Morning Workshop with Will Richardson

April 5, 2016



Workshop Agenda

This workshop will focus on communication and strategic planning for designing and building innovative learning environments that are responsive to 21st century citizenship.

What: Managing and Communicating through the Change Process

When: April 5, 2016 - 8:30 am - 12:00 pm

Where: 02 Room, Shrewsbury High School

Who: Middle and SHS Leadership



Big Picture Plan

This year the Shrewsbury Public School district will invest a significant amount of its Federal Title IIA funding towards studying models of effective project based learning environments and innovative programs with the goal of communicating what it has learned to district stakeholders. Depending on the conclusions of the research, the group will decide if it has specific recommendations to make to the School Committee around how the innovative programs observed by the team might inform the new set of Strategic Priorities for Shrewsbury.

The Details

The district is looking to form an *Innovation in Learning Study Group*. This team would of 15 educators with representation from all elementary, middle, high school, and special education. This team will spend the year studying project based learning designs thinking and visiting sites that have model practices in this area. Currently planned visits include:

- High Tech High in San Diego, CA
- Concord River Institute in Concord, MA
- The King Middle School in Portland, ME
- Olin College in Northham, MA
- Beaver Country Day School in Chestnut Hill, MA
- Clark University in Worcester, MA
- Worcester Technical High School Worcester, MA

In addition to the site visits, the team will meet regularly for book discussions, will curate resources and will partake in a one day retreat the synthesize the visits, readings, and insights gained during the study period. Interested in learning more? Please consult the attached FAQ document.

"The only sure way to avoid making mistakes is to have no new ideas."

—Albert Einstein

Professional Development Pathways

Launched September 2016

Pathway: Home and School Partnership (Elementary)

We worked to communicate with families about the importance of building a love of literacy in early childhood and the importance and benefits of reading for at least 20 minutes per day.

After surveying families about their reading routines at home, we launched a social media campaign, #bealreads20 through facebook, twitter and instagram where we posted monthly challenges for young readers to participate in.

We hosted a literacy night, Popcorn & Pajamas, which included a book swap, story readings by teachers and local author, April Jones Prince, as well as parent education about literacy. We will be hosting another night, Camp Reads-A-Lot, to kick off and build excitement for summer reading.

We are expanding our literacy advocacy and enthusiasm outside of our classrooms by:

- *Partnering with the Shrewsbury Public Library
- *Partnering with Home Depot to install a Beal Book House lending library in our new school garden
- *Encouraging a love of reading while promoting global citizenship by participating in the Heifer Project Read to Feed read-a-thon.

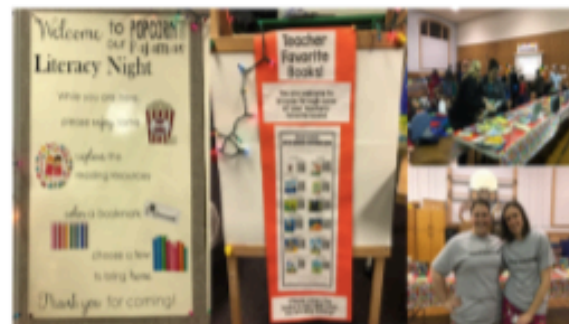
Our SURPRISE was how far we were able to take our learning and work when given the autonomy to do so.

One CHANGE IN PRACTICE we made was more frequent communication with families about ways they can support their readers at home.

FELLOW EDUCATORS CAN BENEFIT by finding others to work with who share your passion. By working together we were able to share and build off of our unique strengths and achieved more than we ever could have individually.

#bealreads20 *Community Focused Literacy Initiative*

Pathway Highlight: Home and School Partnerships for Learning



A group of Kindergarten teachers are participating in the Home and School Partnership for Learning Pathway this year. Their work has been focused on reminding parents about the value of reading at home and encouraging this practice. As part of their Pathway work, these educators designed and implemented a family literacy night. Among the various activities planned for the evening were opportunities for students to hear their teachers read their favorite books and to select a few new books to bring home and enjoy. Kudos to the dedicated team of educators that put together this wonderful evening for families: Melissa Barrett, Sara Biadasz, Heather Downs, Becky Dumphy, Katie Knott, Michelle Neddo, and Beth McInerney.



February Break Challenge
LOVE
Take a picture reading a book
you love,
with someone you love,
or somewhere you love!
#bealreads20

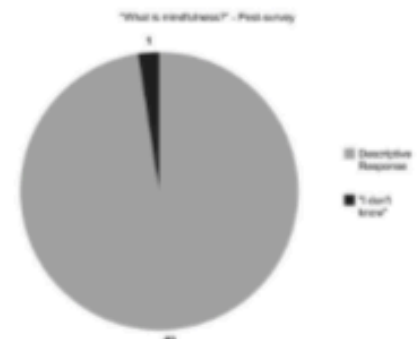
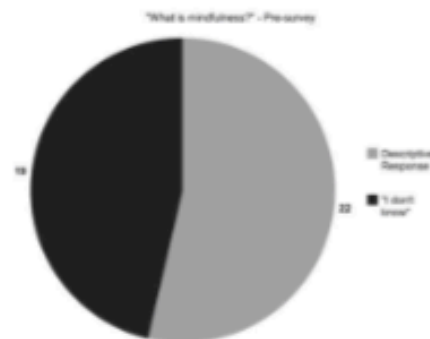
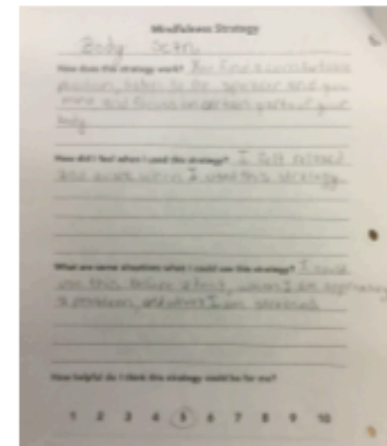
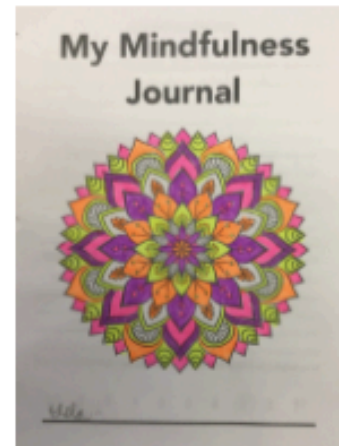
Melissa Barrett, Sara Biadasz, Heather Downs, Katie Knott, Beth McInerney, Michelle Neddo

Pathway: Mindfulness (Sherwood)

Mindfulness Strategies in the Classroom

During the professional development time, we worked together to develop lessons that we could use in the classroom, and resources we could share with the students. We developed lessons to teach students the following mindfulness strategies: guided breathing, body scan, meditation, and yoga. We also created a mindfulness journal and surveys that we could use to collect information about students' experiences of mindfulness. As the year progressed, we also used the time to look at student responses to mindfulness and improve on practices that had previously implemented.

- One thing that surprised us was that mindfulness does not mean "stillness"
- We started using mindfulness practices during transition times or when students needed a moment to calm down
- After trying out the mindfulness practices with students, we learned a lot about what worked and what didn't work

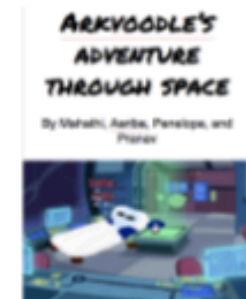


Pathway: Making Projects Real (Oak)

ELA & Science: A Match Made in Middle School

Students on the 7 Green team engaged in two PBL experiences that combined content from science and English language arts: a natural disaster unit and one focused on ecology. The natural disaster unit also included statistical research completed during math class.

- 1 Surprise: students ability to generalize information across content areas
- 1 change in practice - an increase in soliciting input from students & offering opportunities for choice
- 1 benefit to fellow educators - opportunities to share resources



Blended Genre Experience: informative children's stories related to natural disaster preparedness written and illustrated by students.

Pathway: Choosing Technology Tools (SHS)



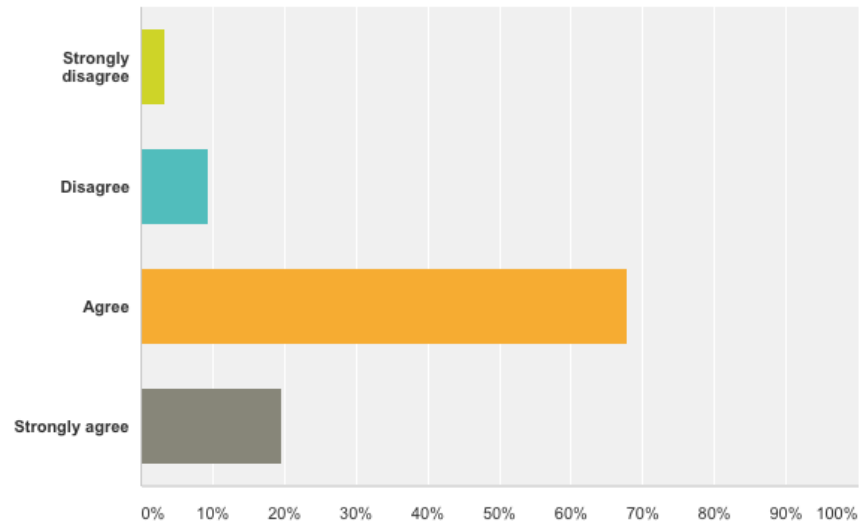
Student: Sophie Wilson Teacher: Sarah Williams

<https://spark.adobe.com/page/o7GA4O6dZ5ylu/>

Student Engagement

To what extent do you agree that student learning experiences in the Shrewsbury Public Schools are engaging? An engaging learning experience is when students are actively involved in learning about a topic in ways that generate enthusiasm, motivation, or interest.

Answered: 2,204 Skipped: 0



Target: 90%
Actual: 87.43%

Big Ideas

- Project Based/Deeper Learning Experiences are evolving across the district with positive outcomes for students; the work needs sustained focus and support
- Professional Development Pathway approach is aligned to the Profile of a Graduate skill set
- Teacher leadership has been critical in terms of moving the work forward

Questions?