



## Shrewsbury Public Schools District Goals 2018 – 2020

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### **Strategic Priority: *Space and resources to support effective learning***

#### 2022 Strategic Goal

1. Address stressed enrollment capacity by increasing physical space and making programmatic adaptations

#### 2018-2020 District Goals

- a. By November 2018, achieve approval for the construction of a new Beal School.
- b. By December 2019, complete a formal assessment of Preschool through Grade 12 facility needs, including a space and enrollment capacity study to facilitate planning

#### 2022 Strategic Goal

2. Secure the necessary resources for a high quality educational program

#### 2018-2020 District Goals

- a. By December 2018, implement a new communication tool that provides the community with key information regarding school district finances and programming
- b. Create, build support for, and implement a Fiscal Year 2020 budget plan that, at minimum, maintains current levels of educational programming, provides resources for enrollment growth, and enables progress toward the achievement of strategic priorities and goals, especially with regard to social emotional learning and student mental and behavioral health

**Strategic Priority:**  
***Learning environments where everyone's success matters***

2022 Strategic Goal

1. 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

2018-2020 District Goals

- a. By December 2018, determine and communicate a common definition and understanding of inclusive educational practices in Shrewsbury Public Schools and why these practices are essential to student learning
- b. By June 2020, 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

2022 Strategic Goal

2. Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures

2018-2020 District Goals

- a. By June 2020, at least 50% of all staff will have participated in professional development regarding inclusive and/or culturally proficient practices

2022 Strategic Goal

3. 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

2018-2020 District Goals

- a. By December 2018, determine a set of metrics that will be used to identify gaps and monitor progress of “high needs” students, using both local assessment and state data tools
- b. By December 2019, report on findings regarding “high needs” students on the established metrics and determine action steps for improvement

## **Strategic Priority:** ***Enhanced well-being of all***

### 2022 Strategic Goal

1. 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

### 2018-2020 District Goals

- a. By October 2018, establish both district- and school-based steering committees for social emotional learning
- b. By December 2018, determine the social emotional learning definition and framework that will be utilized by the district
- c. By June 2019, complete an assessment of current status and practices with regard to social emotional learning in the district
- d. By December 2019, create a district-level implementation plan for effective social and emotional learning expectations and practices

### 2022 Strategic Goal

2. 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

### 2018-2020 District Goals

- a. By June 2020, at least 50% of all staff will have participated in professional development regarding social and emotional learning

### 2022 Strategic Goal

3. Investigate, recommend, and plan for potential changes to school start times to better align with adolescent health needs for adequate sleep

### 2018-2020 District Goals

- a. By September 2018, re-establish a School Start Time Committee of students, parents, and educators to investigate recent research and communicate information to the community and staff regarding the health and educational impact of school start times
- b. By December 2019, the School Start Time Committee will have held a series of informational and educational events and communications, and will make a report regarding its findings and recommendations to the School Committee

### 2022 Strategic Goal

4. Improve support systems and resources to enhance the well-being of students and staff

### 2018-2020 District Goals

- a. By June 2019, identify the effectiveness of current systems and resources that are in place regarding student and staff well-being and identify opportunities for improvements

**Strategic Priority:**  
***Connected learning for a complex world***

2022 Strategic Goal

1. 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

2018-2020 District Goals

- a. By June 2019, create an inventory of current practices that align with the elements of project-based learning
- b. By June 2020, report findings and recommendations regarding curriculum structures that can be strengthened or changed in order to ensure consistent implementation of and/or refinement of project-based learning experiences within each grade span

2022 Strategic Goal

2. Review and adapt curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathetic, and informed citizens who make thoughtful decisions and contribute positively to their community

2018-2020 District Goals

- a. By June 2019, create a plan to respond to the pending state legislation regarding civics education in a manner which supports this strategic goal
- b. By June 2020, report on recommendations to adapt or enhance certain existing curriculum and instructional approaches to include citizenship and decision-making skills

2022 Strategic Goal

3. Provide opportunities that help students develop independence after graduation, including exposure to career choices and development of skills in financial literacy

2018-2020 District Goals

- a. By January 2019, report on current practices and make recommendations regarding ways in which to increase students' career awareness
- b. By January 2020, report on current practices and make recommendations regarding ways in which to improve students' financial literacy

### 2022 Strategic Goal

4. 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

### 2018-2020 District Goals

- a. By October 2018, create a district-wide Homework Committee that includes students, educators, and parents, whose purpose will be to review the district's practices in light of current research, communicate this information, and ultimately make recommendations for any changes to district policy at each grade span.
- b. By June 2019, the Homework Committee will make recommendations to the School Committee regarding any potential changes to homework practices and policies.

### 2022 Strategic Goal

5. 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)

### 2018-2020 District Goals

- a. By June 2019, create at least one partnership with a business and at least one partnership with an institution of higher education, and identify how these partnerships will be expected to promote experiential learning and career awareness in the STEAM fields
- b. By January 2020, report on how community partnerships are contributing to the district's career awareness goal (see 3a above)