



**SHREWSBURY PUBLIC SCHOOLS**

**ELEMENTARY SCHOOLS**

**2018-2020 SCHOOL IMPROVEMENT PLANS**

# 2018-2019 PARKER ROAD PRESCHOOL SCHOOL COUNCIL MEMBERS

<b>PARENTS</b>	<b>STAFF</b>
TARAH BROWN	JACKIE MARCELLO
RAFFI AROIAN	MARIA GRIMSHAW
JEANNINE AROIAN	JENNIFER VANGEL
DOMINIC RUGGIERE, COMMUNITY MEMBER	

# 2017-2018 BEAL EARLY CHILDHOOD CENTER SCHOOL COUNCIL MEMBERS

PARENTS	STAFF
MICHELLE CONLIN	MELISSA BARRETT
RICHARD PARSHALL	GUINEVERE MOLINA
SHARON GOYETTE	LISA MCKIERNAN
*KATHLEEN STOCKWELL COMMUNITY REPRESENTATIVE	CHRIS GIRARDI (PRINCIPAL)

**\*Designates Co-Chair**

# 2018-2019 COOLIDGE SCHOOL SCHOOL COUNCIL MEMBERS

PARENTS	STAFF
ADNAN MALIK, GRADE 2 & GRADE 4 PARENT	JENNIFER FLEMMING, GRADE 2 TEACHER
ANN SHEEHY, GRADE 2 PARENT	KITTY RAYMOND, ELL TEACHER
STEPHANIE ADARAMOLA, GRADE 1 PARENT	TIFFANY OSTRANDER, PRINCIPAL
DIANE BETTI, COMMUNITY REPRESENTATIVE	

**\*DESIGNATES CO-CHAIR**

# 2017-2018 FLORAL STREET SCHOOL SCHOOL COUNCIL MEMBERS

PARENTS	STAFF
LISA BRUSCHI	KARA FRANKIAN
ALANA DROS	DEBORAH MARTEL
*GITANJALI JAIN	SARAH MILLER
KIMBERLY OLSEN	MIKAELA POWELL
ELAINE PESCARO, COMMUNITY REPRESENTATIVE	LAURA SPANGENBERG
	LISA McCUBREY & GINA KELLY, ADMINISTRATORS

\*Designates Co-Chair

# 2017-2018 PATON SCHOOL SCHOOL COUNCIL MEMBERS

<b>PARENTS</b>	<b>STAFF</b>
LYNSEY HEFFERNAN	WENDY BELL
BRIAN GEMBORYS	LISA PAPAIZIAN
PAUL GUERIN	ANGELINA ADAMS
MELISSA WENSKY (COMMUNITY REPRESENTATIVE)	MARY BETH LEIFER

# 2018-2019 SPRING STREET SCHOOL SCHOOL COUNCIL MEMBERS

PARENTS	STAFF
ANDREW CROXFORD	LYNNE BAZYDLO
ERIN HOWARD*	LAURA CHASE
KATIE KARTER	ALLISON SULLIVAN
MEGHAN PARISI	MIA WHITTEMORE
MEGHNA TRIVEDI	BRYAN MABIE*
WOLF GOTHERT, COMMUNITY MEMBER	

\*Designates Co-Chair

# Common Elementary Level School Improvement Goals 2018-2020

## **STRATEGIC PRIORITY:**

**Space and resources to support effective learning**

<b>STRATEGIC GOAL</b>	<b>ELEMENTARY GOAL</b>
ADDRESS STRESSED ENROLLMENT CAPACITY BY INCREASING PHYSICAL SPACE AND MAKING PROGRAMMATIC ADAPTATIONS.	<ul style="list-style-type: none"><li>• BY DECEMBER 2019, RELATED TO THE POTENTIAL BEAL BUILDING PROJECT, DETERMINE SPACE NEEDS AT THE PRESCHOOL AND ELEMENTARY LEVEL TO CREATE EQUITABLE PROGRAMMING FOR PRESCHOOL AND ELEMENTARY SCHOOLS TO ALLOCATE EQUITABLE SPACE FOR ESL, VISUAL ARTS, MUSIC, SPECIAL EDUCATION, AND PHYSICAL EDUCATION.</li></ul>

## STRATEGIC PRIORITY:

### Learning environments where everyone's success matters

STRATEGIC GOAL	ELEMENTARY GOALS
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.	<ul style="list-style-type: none"><li>● BY DECEMBER 2018, BASED ON THE COMMON DEFINITION THAT IS DEVELOPED BY THE DISTRICT, AN INVENTORY AND ASSESSMENT OF INCLUSIVE PRACTICES WILL BE COMPLETED AT THE PK-4 LEVEL. FROM THE ANALYSIS OF THIS INVENTORY AND ASSESSMENT WE WILL DETERMINE AREAS TO IMPROVE INCLUSIVE PRACTICE.</li><li>● BY JUNE 2020, INCREASE PARTICIPATION OF STUDENTS WITH AND WITHOUT DISABILITIES IN INCLUSIVE EDUCATIONAL PROGRAMMING AND ILLUSTRATE THE IMPACT OF THIS PROGRAMMING ON STUDENT LEARNING AS MEASURED BY A SET OF COMMON MEASURES AT THE EARLY CHILDHOOD, PRIMARY ELEMENTARY, AND UPPER ELEMENTARY LEVELS.</li></ul>
ENSURE THAT ALL STAFF ACTIVELY PARTICIPATE IN PROFESSIONAL DEVELOPMENT FOCUSED ON INCLUSIVE AND CULTURALLY PROFICIENT PRACTICES THAT IMPROVE LEARNING AND SCHOOL CULTURES.	<ul style="list-style-type: none"><li>● 50% OF SHREWSBURY PUBLIC SCHOOL ELEMENTARY FACULTY WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT REGARDING INCLUSIVE AND/OR CULTURALLY PROFICIENT PRACTICE SUCH AS CO-TEACHING.</li></ul>
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.	<ul style="list-style-type: none"><li>● BY DECEMBER 2018, DETERMINE A SET OF COMMON MEASURES AT THE EARLY CHILDHOOD, PRIMARY ELEMENTARY, AND UPPER ELEMENTARY LEVELS TO IDENTIFY STUDENTS NEEDING SUPPORT.</li></ul>

## STRATEGIC PRIORITY:

### Enhanced well-being of all

STRATEGIC GOAL	ELEMENTARY GOALS
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	<ul style="list-style-type: none"><li>● EACH SCHOOL AT THE EARLY CHILDHOOD AND ELEMENTARY LEVEL WILL FORM AN SEL STEERING COMMITTEE TO SUPPORT BUILDING A COMMON UNDERSTANDING OF SOCIAL EMOTIONAL LEARNING COMPETENCIES. EACH COMMITTEE WILL IDENTIFY EXISTING PRACTICES AT EACH SCHOOL AS WELL AS OPPORTUNITIES FOR GROWTH.</li><li>● 100% OF FACULTY AT THE EARLY CHILDHOOD AND ELEMENTARY LEVEL WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT REGARDING SOCIAL EMOTIONAL LEARNING.</li><li>● CREATE A SCHOOL-BASED IMPLEMENTATION PLAN AT THE EARLY CHILDHOOD AND ELEMENTARY LEVELS TO SUPPORT EFFECTIVE SOCIAL AND EMOTIONAL TEACHING AND LEARNING PRACTICES BY DECEMBER 2019.</li><li>● AT THE ELEMENTARY LEVELS, PILOT A SOCIAL EMOTIONAL LEARNING ASSESSMENT TOOL BY JUNE 2019. THIS ASSESSMENT WILL INFORM A SHARED SYSTEMATIC APPROACH TO ASSESS ELEMENTARY SEL COMPETENCIES.</li></ul>
IMPROVE SUPPORT SYSTEMS AND RESOURCES TO ENHANCE THE WELL-BEING OF STUDENTS AND STAFF.	<ul style="list-style-type: none"><li>● INVENTORY AND IDENTIFY RESOURCES THAT SUPPORT THE WELL-BEING OF STUDENTS AND STAFF AT THE EARLY CHILDHOOD AND ELEMENTARY LEVELS. IDENTIFY OPPORTUNITIES TO ENHANCE THE WELL-BEING OF STUDENTS AND STAFF.</li></ul>

**STRATEGIC PRIORITY:**

**Connected learning for a complex world**

<b>STRATEGIC GOAL</b>	<b>ELEMENTARY GOALS</b>
<p>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.</p>	<ul style="list-style-type: none"><li>• BY JUNE 2019, CREATE AN INVENTORY OF CURRENT PK-4 PRACTICES THAT ALIGN WITH THE ELEMENTS OF PROJECT-BASED LEARNING AT THE EARLY CHILDHOOD AND ELEMENTARY LEVELS.</li><li>• BY JUNE 2020, REPORT FINDINGS ON CURRENT PK-4 PRACTICES AND MAKE RECOMMENDATIONS THAT EMPHASIZE CRITICAL THINKING, CREATIVITY, COMMUNICATION, AND COLLABORATION THAT ARE MANAGEABLE AND LEVERAGE CURRENT CURRICULUM STRUCTURES.</li></ul>

# School Specific Goals

## **PARKER ROAD PRESCHOOL SCHOOL SPECIFIC GOAL**

BY JUNE 2020, PARKER ROAD PRESCHOOL WILL INVENTORY AND ASSESS OUR CURRICULUM, INSTRUCTION, AND ASSESSMENT OF SOCIAL EMOTIONAL LEARNING (SEL) COMPETENCIES AND APPROACHES TO PLAY AND LEARNING TO DEVELOP AND INTEGRATE SOCIAL EMOTIONAL LEARNING AND APPROACHES TO LEARNING INTO OUR CURRICULUM AND INSTRUCTION AND AN ASSESSMENT MEASURE.

## **BEAL EARLY CHILDHOOD CENTER SCHOOL SPECIFIC GOAL**

BY THE SPRING OF THE 2019-2020 SCHOOL YEAR, BEAL EARLY CHILDHOOD CENTER WILL DEVELOP FIVE COMPETENCIES FOR THE 'APPROACHES TO PLAY AND LEARNING' STANDARD OF SOCIAL AND EMOTIONAL LEARNING TO SUPPORT STUDENT DEVELOPMENT IN KINDERGARTEN AND GRADE 1 AND ALIGN WITH THE CORE VALUES OF SHREWSBURY PUBLIC SCHOOLS.

**CALVIN COOLIDGE SCHOOL  
SCHOOL SPECIFIC GOAL**

BY THE END OF THE 2019-2020 SCHOOL YEAR CALVIN COOLIDGE STAFF WILL DEVELOP A COMMON UNDERSTANDING OF SOCIAL EMOTIONAL LEARNING COMPETENCIES. AS A RESULT, 100% OF FACULTY WILL SHARE COMMUNICATIONS WITH FAMILIES FOCUSED ON SOCIAL EMOTIONAL COMPETENCIES AT LEAST 2 TIMES PER TRIMESTER AND PROVIDE A COMMUNITY ENGAGEMENT EVENING TO EDUCATE THE COOLIDGE PARENT COMMUNITY FOCUSED ON SOCIAL EMOTIONAL COMPETENCIES.

**FLORAL STREET SCHOOL  
SCHOOL SPECIFIC GOAL**

BY THE END OF THE 2019-2020 SCHOOL YEAR, ALL CLASSROOMS WILL IMPLEMENT A CONSISTENT PLAN OF COMMUNICATIONS TO FAMILIES INCLUDING CLASSROOM AND CURRICULUM UPDATES ON A REGULAR BASIS AS DETERMINED BY STAFF CONSENSUS.

AT LEAST 90% OF FAMILIES WILL REPORT FINDING THESE COMMUNICATIONS TO BE INFORMATIVE AND PROVIDED ON A CONSISTENT AND REGULAR BASIS AS MEASURED THROUGH THE ANNUAL FAMILY SURVEY.

**PATON SCHOOL  
SCHOOL SPECIFIC GOAL**

BY THE END OF THE 2019-2020 SCHOOL YEAR, PATON FAMILIES WILL RESPOND ON THE ANNUAL PARENT SURVEY THAT THEY EITHER STRONGLY AGREE OR AGREE THAT THEY RECEIVE COMMUNICATION ABOUT THEIR CHILD'S WRITING PROGRESS IN RELATION TO THE GRADE LEVEL EXPECTATIONS BY AN INCREASE OF 15% OVER THE BASELINE SURVEY DATA COLLECTED AT THE END OF APRIL, 2018.

**SPRING STREET SCHOOL  
SCHOOL SPECIFIC GOAL**

FACULTY WILL DEVELOP AN UNDERSTANDING OF THE BENEFITS OF MINDFULNESS PRACTICES FOR THEMSELVES AND OUR STUDENTS AND WILL COLLABORATIVELY DEVELOP INTEGRATED UNITS AND LESSONS THAT SUPPORT STUDENTS LEARNING AND CONSISTENTLY ENGAGING IN MINDFULNESS PRACTICES TO SUPPORT SOCIAL-EMOTIONAL LEARNING SPECIFICALLY AS IT RELATES TO SELF AWARENESS AND SELF MANAGEMENT.