



SPRING STREET SCHOOL

2018-2020 SCHOOL IMPROVEMENT PLAN

2018-2019 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

Demographics

Enrollment and Class Size Information

School enrollment over time

	2012-2013	2017-2018
Grades Served	K TO 4	K TO 4
Total School Enrollment	367	358
ENROLLMENT BY GRADE LEVEL	K = 40	K = 40
First Grade	67	71
Second Grade	83	74
Third Grade	82	99
Fourth Grade	95	74

Student Information

SUBGROUPS	2012 -2013		2017- 2018	
	Number of Students	% of Population	Number of Students	% of Population
Native American	1	0.3%	1	0.3%
African American	5	1.4%	6	1.7%
Asian	46	12.5%	85	23.7%
Hispanic	19	5.2%	21	5.9%
White	288	78.5%	224	62.6%
Other/Mixed Race	8	2.2%	21	5.9%
Special Education	51	13.4%	38	10.6%
Low Income	17	4.6%		
English Language Learners	2	0.5%	10	2.8%

School Assessment Data

See Appendix A ([Link to our DESE school profile](#))

School Improvement Goals

2018-2020

STRATEGIC PRIORITY: Space and resources to support effective learning

STRATEGIC GOAL	ELEMENTARY GOAL
Address stressed enrollment capacity by increasing physical space and making programmatic adaptations.	<ul style="list-style-type: none">● 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.

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">● 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.● 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.
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"> ● 50% OF SHREWSBURY PUBLIC SCHOOL ELEMENTARY FACULTY WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT REGARDING INCLUSIVE AND/OR CULTURALLY PROFICIENT PRACTICE SUCH AS CO-TEACHING.
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"> ● BY DECEMBER 2018, DETERMINE A SET OF COMMON MEASURES AT THE EARLY CHILDHOOD, PRIMARY ELEMENTARY, AND UPPER ELEMENTARY LEVELS TO IDENTIFY STUDENTS NEEDING SUPPORT.

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"> ● 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.

	<ul style="list-style-type: none"> ● 100% OF FACULTY AT THE EARLY CHILDHOOD AND ELEMENTARY LEVEL WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT REGARDING SOCIAL EMOTIONAL LEARNING. ● 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. ● 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.
<p>Improve support systems and resources to enhance the well-being of students and staff.</p>	<ul style="list-style-type: none"> ● 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.

STRATEGIC PRIORITY: Connected learning for a complex world

<p>STRATEGIC GOAL</p>	<p>ELEMENTARY GOALS</p>
<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</p>	<ul style="list-style-type: none"> ● 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.

<p>thinking, communication, creativity, and collaboration.</p>	<ul style="list-style-type: none"> • 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.
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School Specific Goal

<p>STRATEGIC GOAL</p>	<p>ELEMENTARY GOAL</p>
<p>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</p>	<p>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</p>

Appendix A – School Assessment Data

Insert link to DESE School Profile here:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=02710035&orgtypecode=6>