



SHREWSBURY HIGH SCHOOL

2018-2020 SCHOOL IMPROVEMENT PLAN

SHREWSBURY HIGH SCHOOL 2018-2020 SCHOOL COUNCIL

PARENTS/COMMUNITY MEMBERS	STAFF
SHARON CONNOLLY	NORMA CHICO
LISA EASSON	NGA HYUNH
DANA PELLEGRINO	JEAN MARIE JOHNSON
ROBERT RYAN	ZAC TASHJIAN
MARLIE ATALBACHEW(STUDENT)	TODD BAZYDLO
NICK ZECCO(STUDENT)	

School Improvement Goals

2018-2020

Strategic Priority:
Space and resources to support effective learning

STRATEGIC GOAL	SHS GOALS
<p>I. ADDRESS STRESSED ENROLLMENT CAPACITY BY INCREASING PHYSICAL SPACE AND MAKING PROGRAMMATIC ADAPTATIONS:</p> <ul style="list-style-type: none">● RELIEVE OVERCROWDED CONDITIONS WHEREVER NECESSARY BY PROVIDING ADDITIONAL SPACE AND/OR REVISING USE OF EXISTING SPACE, ESPECIALLY AT SHREWSBURY HIGH SCHOOL	<ul style="list-style-type: none">● CREATE A TEAM DURING THE FALL OF 2018 TO STUDY CONSTRAINTS AND DEVELOP RECOMMENDATIONS TO ADDRESS SPACE & SCHEDULING CONCERNS. FINDINGS WILL BE SHARED WITH CENTRAL OFFICE ADMINISTRATION AND SCHOOL COMMITTEE BY DECEMBER 2018/JANUARY 2019.

Strategic Priority:

Learning environments where everyone's success matters

STRATEGIC GOALS	SHS GOALS
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	1. BY DECEMBER 2019, BASED ON THE COMMON DEFINITION THAT IS DEVELOPED BY THE DISTRICT, AN INVENTORY AND ASSESSMENT OF INCLUSIVE PRACTICES WILL BE COMPLETED AT SHS IN ORDER TO BEST DETERMINE AREAS OF IMPROVEMENT. CREATE SPECIFIC TARGETS FOR IMPLEMENTATION. 2. BY JUNE 2020, REPORT OUT ON PROGRESS TOWARD IMPLEMENTATION TARGETS PREVIOUSLY IDENTIFIED AND 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.
2. ENSURE THAT ALL STAFF ACTIVELY PARTICIPATE IN PD FOCUSED ON INCLUSIVE AND CULTURALLY PROFICIENT PRACTICES THAT IMPROVE LEARNING AND SCHOOL CULTURES	2A. 25% OF STAFF MEETING TIME WILL BE DEDICATED TO CONDUCTING PD FOCUSED ON INCLUSIVE AND CULTURALLY PROFICIENT PRACTICES.

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

3A. DURING 2018-2019 SCHOOL YEAR UTILIZE EDWIN ANALYTICS TO REVIEW STUDENT DEMOGRAPHIC AND PERFORMANCE DATA TO IDENTIFY ACHIEVEMENT OR PERFORMANCE GAPS AND DEVELOP PLAN TO REMEDIATE STUDENT ACHIEVEMENT.

3B. DURING 2018-2019 UTILIZE EDWIN ANALYTICS TO REVIEW STUDENT DEMOGRAPHIC DATA TO IDENTIFY GAPS IN STUDENT OPPORTUNITY TO ACCESS ADVANCED PLACEMENT PROGRAMMING. DEVELOP A PLAN TO ADDRESS AND RECRUIT UNDERSERVED POPULATIONS AND PROVIDE ACCESS TO PROGRAMMING.

Strategic Priority:
Enhanced well-being of all

STRATEGIC GOALS	SHS GOALS
<ol style="list-style-type: none"> 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 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 3. IMPROVE SUPPORT SYSTEMS AND RESOURCES TO ENHANCE WELL-BEING OF STUDENTS AND STAFF 	<ol style="list-style-type: none"> 1. BY OCTOBER 2018, MEMBERS OF SHS COMMUNITY WILL PARTICIPATE IN A DISTRICT COMMITTEE AND A SCHOOL-BASED STEERING COMMITTEE FOR SOCIAL EMOTIONAL LEARNING. 2. DEDICATE 25% OF FACULTY/DEPARTMENT/PD MEETING TIME DURING THE 2018-2020 SCHOOL YEARS WHERE STAFF WILL LEARN AND PARTICIPATE IN SEL PRACTICES THAT THEY CAN INCORPORATE INTO THEIR PRACTICE. 3A. IMPLEMENT A STUDENT WELLNESS AMBASSADOR TEAM (SWAT) WHERE STUDENTS WILL WORK TO IDENTIFY THE IDEA OF "SUCCESS", CREATE A MEDIA CAMPAIGN BASED ON THE PRINCIPLES OF STANFORD UNIVERSITY "CHALLENGE SUCCESS" PROGRAM, AND DEVELOP A MINIMUM OF 6 SCHOOL WIDE ACTIVITIES THAT FOCUS ON EVERY STUDENT'S WELL-BEING. ADDITIONALLY, STUDENTS WILL DEVELOP A "WELLNESS WEEK" DURING THE SPRING OF 2019 AND 2020 WHERE STUDENTS PARTICIPATE IN ACTIVITIES TO FOCUS ON THEIR PHYSICAL, SOCIAL, & EMOTIONAL WELL-BEING.

3B. DURING THE 2018-2019 SCHOOL YEAR, CONVENE A TEAM OF EDUCATORS TO DEVELOP A PLAN TO IMPLEMENT AN ADVISORY PERIOD. THE TEAM WILL REVIEW THE MOST RECENT CURRICULUM AND MAKE REVISION AND IMPLEMENT AS SOON AS POSSIBLE.

Strategic Priority:
Connected learning for a complex world

STRATEGIC GOALS	SHS GOALS
<p>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</p>	<p>A. BY JUNE 2019, CREATE AN INVENTORY OF CURRENT PRACTICES THAT ALIGN WITH THE ELEMENTS OF PROJECT-BASED LEARNING</p> <p>B. BY JUNE 2020, CONTINUE TO DEVELOP PROJECT-BASED LEARNING OPPORTUNITIES THAT INCORPORATE AUTHENTIC AUDIENCES AND EXHIBITIONS OF LEARNING WITH IMPROVED CONSISTENCY ACROSS ALL GRADE LEVELS AND CONTENT AREAS</p>
<p>2. REVIEW AND ADAPT CURRICULUM AND INSTRUCTIONAL APPROACHES TO HELP STUDENTS GAIN THE KNOWLEDGE AND SKILLS NECESSARY TO BECOME ETHICAL, EMPATHETIC, INFORMED, AND FINANCIALLY SELF-SUFFICIENT CITIZENS WHO MAKE THOUGHTFUL DECISION AND CONTRIBUTE POSITIVELY TO THEIR COMMUNITY</p>	<p>2. CONTINUE TO PROVIDE STUDENTS THE OPPORTUNITY TO PARTICIPATE IN FINANCIAL LITERACY SEMINARS INCLUDING: THE ROAD TO INDEPENDENCE AND THE REALITY FAIR FINANCIAL LITERACY SIMULATION.</p>
<p>3. REVIEW AND ADAPT FEEDBACK AND HOMEWORK SYSTEMS IN ORDER TO IMPLEMENT EFFECTIVE,</p>	<p>3A. BY THE FALL OF 2019, CONVENE A GROUP OF EDUCATORS TO REVIEW HOMEWORK PRACTICES AND</p>

<p>RESEARCH-BASED PRACTICES THAT ENHANCE LEARNING AND BUILD STRONGER PARTNERSHIPS WITH STUDENTS AND FAMILIES</p>	<p>IDENTIFY AREAS FOR IMPROVEMENT. CREATE IMPLEMENTATION PLAN FOR STAFF.</p>
<p>4. 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)</p>	<p>4A. BY JANUARY 2019, REVIEW AND ASSESS THE EFFICACY OF THE PILOT WORK STUDY AND JOB SHADOW PROGRAMMING.</p> <p>4B. BY JUNE OF 2019 ALL GRADE 10 STUDENTS WILL COMPLETE CAREER EXPLORATION ACTIVITIES THROUGH NAVIANCE. STUDENTS WILL IDENTIFY 3 CAREERS OF INTEREST AND FURTHER INVESTIGATE THESE CAREERS.</p>