



2024-2025 District Strategic Goals & Action Steps: Progress Report Presented at the Meeting of the School Committee on September 10, 2025

I. Introduction

The process of creating a cohesive plan, skillfully facilitated by Ashley Santiago and Kerry Purcell, Educational Consultants from [Focused Schools](#), helped our district leaders develop district goals for 2023-2027 together with realistic timelines to meet them. Nevertheless a key part of the strategic process requires reflecting about each year's work, celebrating the progress we've made and using our most recent experiences to inform our action steps for the coming year.

Thanks to the hard work of the teams tasked with each action step, many of the goals we identified for 2024-2025 were realized. Reviewing these accomplishments will help us anticipate future needs and respond to new challenges as we anticipate a new school year.

II. Key Highlights of Work Accomplished

2024-2025 was a good year for teaching and learning. While the leadership team is proud of **all** the good work our educators have accomplished, action steps linked to professional learning, curriculum implementation and improving student experiences are particularly noteworthy. Some of these goals have been mentioned in previous reports, including:

- The implementation of the new K-6 literacy program and the completion of a successful pilot in Grades 7 and 8
- The creation of Innovation Career Pathway options and internships for students at Shrewsbury High School

- Implementing systemwide protocols for data meetings and aligning tiered supports to students' academic, social emotional and behavioral needs, and
- Developing consistent systems for monitoring instruction and student progress

This report will provide a brief overview of the progress made toward each commitment with the understanding that additional information about many of these goals has been provided in other reports.

III. End of Year Update

Commitment to Educational Excellence

Priority 1 : Ensure High Quality Teaching and Learning for ALL students

| Strategic Goals | Completed? | Outcomes |
|---|--|---|
| 1.1 Fully implement the Kindergarten-Grade 6 EL Education literacy curriculum in order to provide all students with the research-based instruction necessary to support reading and writing achievement; pilot potential future literacy curriculum options in Grades 7 and 8 | <input checked="" type="checkbox"/> Provided approximately 24 hours of professional development to all general educators Grades K-8 <input checked="" type="checkbox"/> Provided educators in the English Language Education department and K-4 paraeducators an orientation to the EL Literacy curriculum <input checked="" type="checkbox"/> Established literacy teacher leaders for each grade span and began creating guides for assessing student work within the program. | <p>*All teachers in Grades K-6 implemented the new literacy program. Together with curriculum coordinators, grade level teams in each building previewed each module (including lesson plans, materials and routines) to provide ongoing support.</p> <p>*All Shrewsbury students in Grades K-6 received consistent and aligned instruction in reading and writing.</p> |
| 1.2 Continue to develop collective expertise of PreK-Grade 12 instructional leaders to identify and provide feedback on key elements of effective, high-quality teaching | <input checked="" type="checkbox"/> Provided six sessions of professional development to district leaders <input checked="" type="checkbox"/> Conducted a minimum of three formal cycles of instructional | <p>*Building administrators use a common framework for assessing effective, high quality teaching with the goal of ensuring inter-rater reliability.</p> |

| | | |
|---|--|---|
| | rounds at each level | *Developed a districtwide schedule for instructional rounds for 2025-2026 |
| 1.3 Make recommendations for policies and best practices related to the use of Artificial Intelligence (AI) in schools. | <input checked="" type="checkbox"/> Convened an AI study committee to address how AI tools can be used to appropriately support teaching, learning and workflow for staff <input checked="" type="checkbox"/> Developed a framework for acceptable use of AI by students to ensure academic integrity | The AI Study Committee completed substantial work and reported its findings and recommendations to the School Committee in April. The committee's presentation slides can be found here and their report can be found here , with an executive summary here . |

Priority 2: Reduce Opportunity and Achievement Gaps

| Strategic Goals | Completed Actions | Outcomes |
|--|--|---|
| 2.1 Ensure that students in grades K-8 who score below grade-level expectations on benchmark assessments receive additional support and reduce the percentage of students qualifying for interventions from the Fall 2024 baseline by 10% by June 2025 | <input checked="" type="checkbox"/> Hired a Reading Specialist at Oak Middle School, ensuring robust Tier 2 and 3 literacy support for all students K-8 <input checked="" type="checkbox"/> Continued to focus on data meeting protocols with the goal of having a consistent system of interventions in place for literacy and math by 2025-2026 <input checked="" type="checkbox"/> Successfully implemented a new Math Connections course at SHS designed to close opportunity gaps | <p>* The number of students qualifying for intervention in all grades K-8 decreased by an average of 11% from Fall to Spring. Once again, rates in Grades K-4 averaged an 18 % decrease.</p> <p>* Use of ALEKs at the Middle level was modified to better meet student needs and to align with SHS practices.</p> <p>*88% of students enrolled in Math Connections passed Math and are on track to meet the new competency determination. Approximately 40% of students enrolled were new students to</p> |

| | | |
|---|--|--|
| | | SHS last year. |
| 2.2 Increase the percentage of students in grades K-8 scoring at or above the grade-level benchmark on the Star Reading Assessment by 10% or more by June 2025 | <input checked="" type="checkbox"/> Established intervention block schedules K-8 <input checked="" type="checkbox"/> Reviewed classroom-based interventions in Grades K-6 | *66% of students in Grades K-8 scored at or above grade level benchmarks in May, 2025 which is a 3% increase from Fall, 2024 |
| 2.3 Make progress toward or meet state targets overall and for each student demographic group for high school participation in advanced coursework during the 2024-2025 school year, as measured by the Department of Elementary and Secondary Education's accountability system (official results available fall 2025) | <input checked="" type="checkbox"/> Updated the course selection process for the 2025-2026 school year to include CTE offerings, which added 10 sections of advanced courses to the Program of Studies | *Increased the total number of students enrolled in Advanced Placement classes from 445 in 2023-2024 to 504 in 2024-2025, a net gain of 59 students *Data for the state accountability system for the 2024-2025 school year will not be available until Fall 2025 |

Priority 3: Advance Career and Technical Education

| Strategic Goals | Completed Actions | Outcomes |
|--|---|---|
| 3.1 Expand and refine career and technical pathways for high school students, including coursework sequences followed by authentic field training experiences. | <input checked="" type="checkbox"/> Hired Career Technical Education (CTE) Coordinator to work with administrators, teachers, students and industry partners to coordinate curriculum, certifications, and work-based learning opportunities to students in all 6 SHS Pathways (Manufacturing, Biomedical Science, Early Childhood Education, | *22 Manufacturing Pathway students participated in the Manufacturing Mashup at Gillette Stadium *13 students in new Computer Integrated Manufacturing class earned their OSHA 10 credential *16 Seniors attended the "Senior Scoop" |

| | | |
|---|--|--|
| | <p>Business, Computer Science & TV Production and Film)</p> <ul style="list-style-type: none"> ☑ Created one-page Pathways info sheet for communication to families and students during Curriculum nights and Gr. 8 presentations ☑ Enrolled new Gr. 8/9 students into Pathways ☑ Continued the partnership with the Blackstone Valley HUB for Workforce Development (BV HUB) where students accessed experiential, hands-on technical learning exposing them to multiple vocations ☑ Awarded the Innovation Career Pathways (ICP) Support Grant by DESE ☑ Established a CTE Advisory Board with community and industry partners at SHS | <p>Job Fair at Polar Park in May (in cooperation with BVHUB and MassHire)</p> <p>*40 Biomedical Science students attended a career exploration trip to Moderna</p> <p>*All PLTW students attended a trip to the Museum of Science (approx. 140)</p> <p>*SHS Pathways enrollment SY 2024-25:</p> <ul style="list-style-type: none"> ● Biomedical (24 students) ● Business (13 students) ● Computer Science (5 students) ● Manufacturing (9 students) ● TV Production and Film (1 student) <p>SY 2025-26 total Pathways enrollment is currently 203, an increase of 151 students</p> <p>*Received \$75,000 in philanthropic donations for career and technical education efforts. \$40,000 donated by the Yatim family for the van. \$35,000 donated by WIN Waste for CTE at SHS and RISE</p> |
| 3.2 Expand and refine career exploration, job shadowing, and internship opportunities for all Oak and SHS students. | <ul style="list-style-type: none"> ☑ Increased partnerships with area businesses, organizations and individuals (including alumni) to increase high school student job shadowing, internships and career exploration opportunities ☑ Increased SHS career exploration experiences; numbers for each | <p>*Career Technical Education, career exploration, and Career Pathways continue to expand at the middle and high school levels:</p> <ul style="list-style-type: none"> ● 600 students participated in the annual Career Fair at Shrewsbury High School (Grades 9-12): . ● 70 students attended the Career Speaker series during Advisory periods at SHS (7 different sessions) |

| | | |
|--|--|---|
| | <p>separate experience are listed in the next column</p> <p><input checked="" type="checkbox"/> Expanded career exploration opportunities at Oak Middle School</p> | <ul style="list-style-type: none"> • SHS students visited various trade/training centers/workshops with teachers and CTE Coordinator (9 visits, 112 students) • 36 SHS students participated in internships (33 virtual with Work-Based Learning Alliance during the fall and spring session,, and 3 in person internships in spring 2025) • 80 SHS students participated in a job shadowing opportunity during April vacation • SHS established two Health Fairs for grade 10 students(12/10/24 and 4/15/25). Students engaged in health related research projects focused on a variety or health-related careers. Several members of our health community shared their work at stations across the SHS Commons. • 20 SHS students participated in a 4 hour tour of AbbVie Bioresearch Center in June • Annual Career Day at Oak Middle School (Grade 7): 382 students participated • Established Lunch & Learn at Oak Middle school (28 guest speakers/careers, 555 students attended) |
|--|--|---|

| Strategic Goals | Completed Actions | Outcomes |
|--|--|---|
| <p>4.1 At the K-8 level, refine the system adopted last year for collecting, reviewing, and acting collaboratively upon multiple sources of student data regarding literacy performance at the district, school, grade/content team, and classroom level</p> | <ul style="list-style-type: none"> ☑ Used the Star assessment program to monitor every K-8 student's literacy progress three times. All students scoring below grade level benchmarks were assessed six times, and assigned specific goals in between screening cycles. ☑ Held six data cycle meetings in each building K-8 to review screening and other assessment data and to create academic intervention plans for students in need ☑ Implemented academic support to assist students in need at all levels. | <p>*Expanded a districtwide, multi-tiered system of support for literacy to include Grades 7 & 8, including common criteria for specialized reading support across all schools</p> <p>*Clarified expectations for general educators for Tier 1 and 2 literacy interventions, and continued literacy tutor training.</p> <p>*Reduced the number of students qualifying for intervention in all grades K-8 by an average of 11% from Fall to Spring, with rates in Grades K-4 averaging an 18 % decrease.</p> |
| <p>4.2 Refine the use of data systems to monitor student attendance</p> | <ul style="list-style-type: none"> ☑ Implemented systems to identify students at risk for chronic absenteeism, including student wellness plans and communication with families ☑ Held 3 data analysis meetings with school and district leaders to monitor student attendance. | <p>*Aligned attendance processes and procedures with guidance from the Student Wellness team.</p> |

Commitment to Enhanced Well-Being of All

Priority 1: Ensure a Safe and Inclusive Culture

| Strategic Goals | Completed Actions | Outcomes |
|---|---|--|
| 1.1 Continue to provide access to targeted professional development focused on inclusive and culturally proficient practices. | <ul style="list-style-type: none"> ☑ Provided professional development for paraeducators regarding understanding and responding to bias ☑ Oriented professional staff new to the district to resources to advance educational equity ☑ Provided 5 sessions of professional development for district leaders regarding instructional equity, countering bias and fostering inclusion. | *SPS professional staff use a common framework for and resources related to meeting the needs of diverse learners and increasing access to robust learning experiences for all students |
| 1.2 Reduce the number of students who are chronically absent by 10% (Children are considered “chronically absent” if they miss 18 or more days of the 180 student days of school.) | <ul style="list-style-type: none"> ☑ Implemented systems to identify students at risk for chronic absenteeism, including a focus on reasons for absences ☑ Developed a tiered system of response and related supports for students at-risk for chronic absenteeism | *In 2023-2024, 721 students were absent for 18 or more days. In 2024-2025, this number dropped to 546, which is 175 fewer students, equal to a reduction of 24% in the number of students who were chronically absent (far exceeding the 10% reduction goal) * Reduced the <i>rate</i> of chronic absenteeism from 13.0% of all students in 2023-2024 to 9.9% of all students over last year. |

| | | |
|---|--|--|
| <p>1.3 Respond to the needs of the significant increase in newcomer students, including migrant students living at the emergency shelter</p> | <ul style="list-style-type: none"> ☑ Invested designated state funding to provide staffing and resources necessary to support homeless students, including our newcomers from the emergency shelter, including a bilingual family coordinator, access to the therapeutic program at Beal and additional support from English language education teachers and/or paraeducators where necessary | <p>* Qualifying students in any of our K-4 schools can access the TLC to develop skills essential to stabilize and re-enter the least restrictive learning environment through intensive skill-based instruction and social, emotional, and behavioral interventions developed by a multidisciplinary team.</p> |
| <p>1.4: Increase the percentage of students districtwide who respond “favorably” to the Panorama survey in the category of “Belonging” by 5% from the fall of 2024 baseline to the spring of 2025</p> | <ul style="list-style-type: none"> ☑ Together with building leaders, analyzed the Panorama survey data in the aggregate and by student demographic groups to identify differences in perception ☑ Provided Positive Behavioral Intervention and Support (PBIS) training and professional development for all staff. Formed building-based teams at every level to further the work. ☑ Implemented Trails to Wellness Tier 2 program in all schools ☑ Implemented pilot Character Strong- Tier 2 program (Beal, Coolidge, Sherwood) | <p>*Spring 2025 Panorama data indicates an increased number of students responding “favorably” to the category of “Sense of Belonging” in Fall 2024 -Spring 2025 data by 2% at Shrewsbury High School (54%-56%).</p> <p>*Belonging data remained the same at Sherwood Middle School (58%) and decreased by 2% at Oak Middle School (59%-57%).</p> <p>*At the elementary level, Fall 2024 -Spring 2025 data increased by 5% at CCS (67% to 73%, 2% at WJP 64% to 66%, 1% at SSS (63% to 64%, remained the same at MHB (63%), and decreased by 2% at FSS (67%-65%).</p> <p>None of these changes met the 5% increase goal except for Coolidge.</p> |

Priority 2 : Promote Student and Staff Wellness

| Strategic Goals | Completed Actions | Outcomes |
|--|--|---|
| <p>2.1: Monitor and review outcomes and feedback regarding school start time changes in order to examine impact on sleep health and well-being</p> | <p><input checked="" type="checkbox"/> Reviewed survey data and attendance rates and other district information to assess the impact of the change in school start times</p> | <p>*Results from the most recent Regional Youth Health Survey indicate that SHS students who reported getting 8 or more hours of sleep increased from 20% to 28%, and those who reported getting fewer than 6 hours sleep decreased from 22% to 18%. Middle school students reporting 8 hours or more of sleep was virtually unchanged (from 61% to 60%), same for fewer than 6 hours (6% to 7%).</p> <p>This data was not provided by the Worcester Division of Public Health until later in the school year and will serve as a reference point for the next health survey.</p> |
| <p>2.2: Support a culture of staff well-being across the Shrewsbury Public Schools to address workplace stress</p> | <p><input checked="" type="checkbox"/> Published the SPS Staff Well-Being Guide</p> <p><input checked="" type="checkbox"/> Used feedback from staff to design and implement a number of wellness opportunities designed to reduce workplace stress, including after-school offerings and incentive programs including 'Wellness Bingo'</p> | <p>*Staff well-being survey data collected through Survey Monkey (January 2024) and Panorama (June 2023) was closely reviewed by the district leadership team and the Staff Well-being Leadership Team to determine short and long term goals, action steps, and on-going assessments related to staff well-being.</p> <p>*Consistently encouraged staff to take</p> |

| | | |
|---|---|---|
| | | <p>walking and other breaks during the day-alone and/or with colleagues.</p> <p>*A total of 83 staff members participated in two after school book study discussions (<u>Unwinding Anxiety</u> and <u>The Anxious Generation</u>).</p> <p>*Wellness Bingo (funding sponsored through West Suburban Health Group) generated great interest from SPS staff. 71 staff members participated throughout the month of May .</p> |
| 2.3: Create a plan for Food Service program improvements to enhance students' nutritional options and dining experiences within the framework of universal, no-cost meals | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reviewed personnel and program needs and other variables needed to improve the Shrewsbury Food Service program <input checked="" type="checkbox"/> Researched best practices and opportunities in similarly sized districts. | <p>*3rd part vendor Brigaid LLC conducted a Food Services Program Assessment in April of 2025 with recommendations to the School Committee on September 10, 2025</p> <p>*Held Food Service training in August 2025 to provide more culturally relevant options for students, with attention to South Asian cuisine</p> |

Priority 3: Strengthen Social and Emotional Learning Programming and Supports

| Strategic Goals | Completed Actions | Outcomes |
|--|---|--|
| 3.1: Provide professional learning opportunities to strengthen educators' understanding and implementation of social, emotional and behavioral learning, including Positive Behavioral Interventions and Supports (PBIS) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PBIS School-Based Team Leads and Team Members, representing all SPS schools, participated in three full-day training sessions with the May Institute. PBIS teams facilitated three faculty meetings and two in-district professional development workshops during the 24-25 school year during this first year of the district's three year PBIS implementation plan. <input checked="" type="checkbox"/> All SPS faculty participated in district-wide professional learning focused on PBIS and Collaborative Problem Solving (CPS). | <p>*32 SPS faculty members (representing grades PreK-12) served as pilot teachers and implemented Project Wayfinder's SEL curriculum over the course of the 24-25 school year.</p> <p>*Districtwide staff worked on establishing optimal learning environments and tools to address the de-escalation of challenging behavior.</p> <p>*Survey feedback from faculty through ThoughtExchange was positive overall. Concerns included time for additional training and identifying time during the school day to practice social skills, while engaging in social, emotional, and behavioral learning.</p> |

Priority 4 : Enhance Behavioral Supports and Interventions

| Strategic Goals | Completed Actions | Outcomes |
|---|---|---|
| 4.1: Further develop assessment systems for student mental health and behavioral health needs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implemented universal mental health screeners in grades 6-11. | <p>*Utilized data from universal mental health screeners to proactively identify students for Tier 2 and Tier 3 counseling interventions.</p> |

| | | |
|--|---|---|
| 4.2: Implement common processes for implementing interventions and supports to ensure all students are making effective progress with social, emotional, and behavioral development, including implementing the first phase of the Positive Behavioral Interventions and Supports (PBIS) framework | <input checked="" type="checkbox"/> Continued to participate in the Social Emotional Behavioral team (part of DESE-sponsored program) and identified targeted interventions to address PreK-12 student behavioral health <input checked="" type="checkbox"/> Created systems for identifying, supporting and monitoring students in need of behavioral support <input checked="" type="checkbox"/> Devised and implemented an updated system for tracking student discipline issues including anti-bullying policies and procedures | *During the 2024-2025 school year, processes and procedures developed by the Student Wellness Teams (SWTs) were shared with all district leaders with the goal of implementing a common framework for responding to students' behavioral health needs. |
| 4.3 Implement a therapeutic program at the elementary grade span to provide specialized support for students who qualify due to significant social, emotional and behavioral needs | <input checked="" type="checkbox"/> Two full time educators (including an adjustment counselor and educator) and paraeducator staff were hired to staff the program <input checked="" type="checkbox"/> In consultation with experts, 6 students were placed in the TLC program , which allowed them to target lagging social-emotional skills and remain in the district. | *Qualifying students in any of our K-4 schools can access the TLC to develop skills essential to stabilize and re-enter the least restrictive learning environment through intensive skill-based instruction and social, emotional, and behavioral interventions developed by a multidisciplinary team. |

Priority 5: Evaluate and Strengthen Safety and Security Systems and Protocols

| Strategic Goals | Completed Actions | Outcomes |
|--|--|--|
| 5.1: Improve the district's safety and security systems and crisis response processes based on the results of the 2023 safety and security audit | <input checked="" type="checkbox"/> Reviewed and implemented recommendations (Note: as some details are not appropriate for publication, specifics are not | *Educators across the district receive consistent safety training annually, enabling our schools to remain safe places for students and staff. |

| | | |
|--|--|---|
| | <p>included in this document.)</p> <p><input checked="" type="checkbox"/> School-based administrators and central office leaders engaged in professional learning together with the Shrewsbury Police and Fire Departments</p> | <p>*School-based administrators and central office leaders completed two table-top training exercises with SFD, SPD, and the Town Manager's office on October 30, 2024 and April 15, 2025</p> |
|--|--|---|

Commitment to Optimization of Resources

Priority 1: Partner with the Community to Maintain a Strong Financial Foundation

| Strategic Goals | Completed Actions | Outcomes |
|--|---|---|
| <p>1.1: Maximize available fiscal resources to advance the district's strategic priorities, and continue to seek grants and philanthropic funding to provide opportunities for innovation and enrichment</p> | <p><input checked="" type="checkbox"/> As described above, successfully applied for and received grant and philanthropic funding to support career and technical education (see 1C.1 above)</p> <p><input checked="" type="checkbox"/> A targeted capital campaign to support the Reaching Independence through Supported Employment (RISE) program for students aged 18-22 raised over \$100,000</p> | <p>* Grants funds enhanced the district's ability to meet district goals and to provide all students access to educational excellence and specialized support.</p> <p>*Shrewsbury Federal Credit Union (SFCU) provided a sponsorship totaling \$100,000 to RISE and Maple & Main. These funds make possible the purchase of a wheelchair accessible van, ice cream cart, and freezer</p> <p>Total philanthropic donations totaled over \$300,000, including the SFCU donation above; another \$40,000 from SFCU toward the SHS fitness center renovation; \$40,000 from YATCO toward a van; \$35,000 from WIN Waste</p> |

| | | |
|--|--|--|
| | | Innovations for Career Technical Education; \$10,000 from Charles River Labs toward STEM; and \$8,000 from Lexus of Northborough to support the start up of a Boys Volleyball team at SHS this coming year. |
| 1.2: Partner with the Select Board to discuss options for continued financial stability for the school district. | <input checked="" type="checkbox"/> Held a series of workshops, joint meetings and hearings as part of the FY2026 budget development process <input checked="" type="checkbox"/> Engaged a consultant to conduct an assessment of the district's finances and create a budget forecasting model | <p>* Established a fiscally responsible FY26 budget that will help facilitate the extension of the override agreement by two years beyond the four year target</p> <p>* District Management Group's report and other long-term financial planning documents can be found here.</p> |

Priority 2: Hire, Support and Retain High-Quality, Diverse Staff

| Strategic Goals | Completed Actions | Outcomes |
|---|--|--|
| 2.1: Successfully negotiated successor contracts with the Shrewsbury Paraeducators Association, the Shrewsbury Education Association Units A and B and the Shrewsbury cafeteria/Food Service Association | <input checked="" type="checkbox"/> The Paraeducator contract was successfully ratified <input checked="" type="checkbox"/> Ratification of the new SEA contract was successful <input checked="" type="checkbox"/> Ratification of a new contract with Food Services was concluded <input checked="" type="checkbox"/> The Unit B contract was successfully ratified | <p>*2024-2027 Paraeducator contract ratified on November 6, 2024</p> <p>*2025-2028 SEA contract ratified on April 30, 2025</p> <p>*2025-2028 Food Services contract ratified on May 30, 2025</p> <p>*Unit B contract approved on July 17, 2025</p> |
| 2.2: Continue the district's Teacher Diversification Project, including developing updated recruitment and selection processes, in order to attract a | <input checked="" type="checkbox"/> Led four sessions of professional learning designed to familiarize district leaders to new resources included within the updated Talent | <p>*The DLT subcommittee provided professional development for the district leadership team, using the Guidelines to Talent Acquisition Handbook to</p> |

| | | |
|---|---|---|
| <p>more diverse pool of qualified applicants and increase the number of talented educators and support staff who are representative of student and community demographics</p> | <p>Acquisition Guide and enlist their help in promoting the “paraeducator to teacher pipeline”</p> <ul style="list-style-type: none"> ☑ Engaged in a variety of new recruiting techniques designed to diversify our professional staff, including surveying paraeducators and interns/practicum students, and exploring teacher apprenticeship programs. | <p>collaboratively review and refine our hiring practices, including sessions focused on:</p> <ul style="list-style-type: none"> ● using the applicant screening process to identify diverse applicants for consideration ● organizing and preparing hiring committees to represent diverse stakeholders and to counter bias ● creating welcoming, equitable environments for candidates and ● learning from the paraeducator survey, which highlighted the barriers many paraeducators face in pursuing careers as licensed educators. <p>*Studied the paraeducator to teacher licensure process to take a closer look at some of the barriers facing paraeducator staff in moving forward in their teaching career.</p> <p>*Explored various programs of interest and shared information with the district so that interested paraeducators could participate.</p> <p>*Met with the Stonehill College Regional Center for Emergency Educators about their program to bring emergency-licensed educators to initial licensure.</p> |
|---|---|---|

| | | |
|--|--|---|
| | | <p>*Established a relationship with Worcester State University to further develop partnership to place students for practicums and student teaching opportunities.</p> <p>*Surveyed our paraeducator staff to 1) assess interest in moving forward in their teaching career, 2) better understand the barriers to moving forward, and 3) gather ideas on how we could best support forward movement from paraeducator to teacher.</p> <p>*Sent out pre-service exit surveys to both student teachers and college students completing observation hours in SPS classrooms.</p> |
|--|--|---|

Priority 3: Maximize Family & Community Partnerships

| Strategic Goals | Completed Actions | Outcomes |
|---|---|---|
| 3.1: Strengthen and grow partnerships with families through outreach efforts, including but not limited to developing a network of volunteers for interview committees, enhancing family interpreter and translation supports, and connecting families with community resources | <input checked="" type="checkbox"/> Alumni, parents, caretakers, and community members partnered with our schools to provide in-person learning opportunities for students. I.e. Career Fairs/Days, Lunch & Learn series, job shadowing, and internships. (See section on Career & Technical Education above) | <p>*Graduating seniors who are entering the workforce participated in real-world learning opportunities . (See section on Career & Technical Education above)</p> <p>*Multiple community events at Maple & Main reinforced district efforts to promote diversity, inclusion and equity, including hosting James B. Jones from <i>Love on the Spectrum</i></p> |

Priority 4: Strategically and Equitably Allocate District Resources

| Strategic Goals | Completed Actions | Outcomes |
|---|--|--|
| 4.1: Investigate ways to ensure that all students have equitable access to educational enrichment opportunities | <ul style="list-style-type: none">✓ Adjusted systems for monitoring field study practices to advance common experience by grade span✓ Developed a system for soliciting donations to support families with financial challenges | <p>*Developed field study guidance at the K-4 level to ensure all students would have similar opportunities by grade.</p> <p>*Obtained donations from community partners (i.e. Win Waste Innovations and Yatim family) to provide CTE and career exploration opportunities to all students by offering programming (Petersen School) and transportation (donated van).</p> |

Priority 5: Improve Facilities to Address Overcrowding & Infrastructure Needs

| Strategic Goals | Completed Actions | Outcomes |
|--|--|--|
| 5.1: Seek a remedy to high school overcrowding and academic space limitations by working to advance the application process with the Massachusetts School Building Authority for the potential expansion of Shrewsbury High School | <ul style="list-style-type: none">✓ Submitted a second Statement of Interest to the Massachusetts School Building Authority for potential expansion at SHS✓ Successfully completed MSBA's Educational Profile Questionnaire, the next step in the application process | <p>* Massachusetts School Building Authority invited Shrewsbury to participate in the Eligibility Phase of the SHS Building Project on December 13, 2024</p> <p>*SPS successfully completed and submitted the Educational Profile Questionnaire and all Eligibility Period deliverables by the June 2, 2025 deadline</p> |

IV. Conclusion

This document depicts well the district value of collaboration. More to the point, the progress we've made towards meeting the commitments outlined in the strategic plan speak to what can be accomplished when educators, support staff, students, families, and district leaders work together to realize shared goals and commitments.

We are fortunate to have strong support from the larger Shrewsbury community, and no doubt that too has played a large part in our success.