



DRAFT 2025-2026 District Strategic Goals & Action Steps

Commitment to Educational Excellence

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

Strategic Goals	Action Steps	Staff Responsible
1.1 Continue to implement the EL Education literacy curriculum in grades Kindergarten-Grade 6 and fully implement in Grades 7 & 8 in order to provide all students with the research-based instruction necessary to support reading and writing achievement	☐ Implement the curriculum content and pacing with fidelity, with ongoing review of progress and support through department meetings/grade-level meetings ☐ Use resources created by teacher leaders to create common assessment guides for each grade ☐ Continue to provide robust professional development to strengthen Tier 1 instructional practices	• Assistant Superintendent for Curriculum, Instruction, & Assessment • K-8 Principals, Assistant Principals, Preschool Director, Special Education Directors • Instructional Coaches/Curriculum Coordinators & Reading Specialists • All K-8 General and Special Educators who teach reading/English language arts • All K-8 paraeducators who provide tutoring or support for literacy

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	☐ Conduct a minimum of three formal cycles of instructional rounds in each school ☐ Provide professional development opportunities at no fewer than five District Leadership Team meetings focused on coaching models that provide effective feedback to staff	• Assistant Superintendent for Curriculum, Instruction, & Assessment • Members of the District Leadership Team
1.3 Consider changes in existing policies and/or development of new policies regarding the use of technology, in anticipation of new state legislation regarding cell phones and electronic devices in schools, and in response to new state guidance related to the use of Artificial Intelligence (AI) in schools	☐ Consider evolving best practices and pending legislation regarding cell phone use in schools ☐ Review new state guidance on AI from the Massachusetts Department of Elementary & Secondary Education (DESE) ☐ Develop policies at the School Committee and administrative levels, as appropriate, to clarify expectations regarding how AI may appropriately support teaching, learning and workflow for both students and staff ☐ Monitor incidents regarding breaches of academic integrity to better respond to student use of AI	• Superintendent of Schools • School Committee Policy Subcommittee • Director of Information Technology • Director of Instructional Technology & Media Services • District Leadership Team

Priority 2: Reduce Opportunity and Achievement Gaps

Strategic Goals	Action Steps	Staff Responsible
2.1 Ensure that students who score below grade-level expectations on benchmark assessments receive additional support and reduce the percentage of students qualifying for literacy interventions from the Fall 2025 baseline by 10% by June 2026	☐ Continue to implement consistent systems of interventions for literacy and math at each level ☐ Continue to customize the use of ALEKS at OMS to effectively support students in need of math support ☐ Review performance of students who receive supports through different special education and English language education instructional programs and consider potential programming adjustments or new approaches to accelerate progress for students who are below benchmark ☐ Review SHS state test results in light of change in graduation requirements and adjust student supports accordingly, including providing some literacy tutor support after school for students with demonstrated need ☐ Continue to implement the Math Connections course at SHS in order to close opportunity gaps	• Assistant Superintendent for Curriculum, Instruction, & Assessment • K-12 Principals, Assistant Principals, Special Education Directors, Director of English Language Education, 9-12 Directors • Instructional Coaches/Curriculum Coordinators & Reading Specialists • All PK-8 General and Special Educators who teach reading/English language arts and math • All PK-8 paraeducators who provide tutoring or support for reading/English language arts and/or math • SHS Math faculty participating in pilot intervention course • Members of the District Leadership Team

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 2026	☐ Continue to refine the EIT process and protocols to monitor and support all students ☐ Support general education teachers in strengthening research-based practices within Tier 1 instruction (EL Language Arts curriculum and foundational reading skills instruction) and the “What I Need” (WIN) support scheduling block ☐ Develop intervention guidance for dually-identified students ☐ Implement <i>Reach Higher</i> curriculum to support intermediate English language learners in Grades 1-6	• Same as 1.1 and 2.1 above
2.3 Continue the high level of success attained last year (exceeded state targets in 8 of 9 categories and met the target in the other) by increasing access for each student demographic group for high school participation in advanced coursework, as measured by the Department of Elementary and Secondary Education’s accountability system (official results available fall 2026)	☐ Review and update the course selection process for the 2025-2026 school year to highlight advanced courses within the Program of Studies ☐ Analyze data from last year to identify students who have not taken advanced courses and who would benefit from participation ☐ Support general education teachers in making advanced courses accessible to students and supporting success within them ☐ Provide academic content-specific support within student schedules	• SHS Principal • 9-12 Department Directors • SHS School Counselors and Teachers

	to support advancement	
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Priority 3: Advance Career and Technical Education

Strategic Goals	Action Steps	Staff Responsible
3.1 Continue to expand and refine career and technical education (CTE) pathways for high school students, including coursework sequences followed by authentic field training experiences.	☐ Refine and increase Innovation Pathways and CTE informational communications to OMS and SHS families and students ☐ Continue to collaborate with outside CTE training organizations (ie. Blackstone Valley HUB, The Peterson School) where students access experiential, hands-on technical learning exposing them to multiple vocations ☐ Continue to seek grants and philanthropic donations to support career and technical education programming ☐ Expand CTE opportunities for students who do not plan to attend college ☐ Adjust scheduling to allow students to access internship opportunities while still meeting academic responsibilities	• Assistant Superintendent for Community Partnerships & Well-Being • Career and Technical Education (CTE) Coordinator • SHS Principal • SHS Director of School Counseling • SHS Director of Science & Engineering • Designated SHS School Counselors and Teachers

	☐ Monitor the impact of expanding CTE pathways on other programs (e.g., Visual and Performing Arts)	
3.2 Continue to expand and refine career exploration, job shadowing, and internship opportunities for students in Grade 7-12, with a focus on students who do not plan to attend college	☐ Increase partnerships with area businesses, organizations and individuals (including alumni) to increase high school student job shadowing, internships and career exploration opportunities ☐ Increase capacity of internship program ☐ Determine alternative capstone projects to support students who don't have time in schedule for an internship. ☐ Continue to expand career exploration opportunities at Oak Middle School, including inviting guest speakers to Advisory blocks ☐ Increase efforts to communicate availability of vocational and career technical education pathways at both Shrewsbury High School and Leicester High School to eighth graders and their families.	● Assistant Superintendent for Community Partnerships & Well-Being ● Career and Technical Education (CTE) Coordinator ● SHS Principal ● Director of School Counseling ● Director of Alumni Development and Community Relationships

Priority 4: Develop a Districtwide Data Culture

Strategic Goals	Action Steps	Staff Responsible
4.1 At the K-8 level, refine SPS systems for collecting, reviewing, and acting collaboratively upon multiple sources of student data regarding student performance at the district, school, grade/content team, and classroom level	☐ Hold six data cycle meetings in each building K-8 to review Star screening and other assessment data in order to create academic intervention plans for students in need ☐ Identify effective interventions for students in need of academic support in literacy and mathematics ☐ Continue to refine communication about academic progress with families so that caregivers feel informed and empowered to support their child(ren)	• Assistant Superintendent for Curriculum, Instruction, & Assessment • K-8 Principals, Assistant Principals, Special Education Directors, Director of English Language Education • Instructional Coaches/Curriculum Coordinators & Reading Specialists • All PK-8 General and Special Educators who teach reading/English language arts • Data Managers
4.2 Use attendance data to monitor and respond to student attendance concerns	☐ Implement data systems to identify students at risk for chronic absenteeism in order to communicate with families proactively and implement plans for improved attendance ☐ Hold data analysis meetings with school and district leaders to monitor student attendance concerns ☐ Identify effective interventions for students who are chronically absent	• Superintendent of Schools • Central Office Administrators • Data Managers • Principals & Assistant Principals • School Secretaries

Commitment to Enhanced Well-Being of All

Priority 1: Ensure a Safe and Inclusive Culture

Strategic Goals	Action Steps	Staff Responsible
1.1 Update professional development for educators new to the district to align orientation and mentoring supports	☐ Provide professional development for new staff regarding inclusive practices and understanding and responding to bias ☐ Continue to embed district practices regarding instructional equity, countering bias and fostering inclusion in our day-to-day routines	● Assistant Superintendent for Curriculum, Instruction, & Assessment ● Members of the District Leadership Team ● Designated Educators and Paraeducators ● Strategies for Effective Teaching Course Leaders
1.2 Reduce the number of students who are chronically absent by 25% <i>Children are considered "chronically absent" if they miss 18 or more days of the 180 student days of school.</i>	☐ Fully implement a tiered system of response with fidelity and provide related supports for students at-risk for chronic absenteeism ☐ Review district attendance policies and implement and communicate any recommended changes ☐ Explore options for required make up of missed instructional time for students with chronic absenteeism	● Superintendent of Schools ● Data Managers ● Principals & Assistant Principals ● School Secretaries
1.3 Monitor and implement interventions for students with significant externalizing behaviors	☐ The Student Well-Being Team will use data to inform decisions regarding layers of student support and clear action steps and	● Assistant Superintendent for Student Services ● Director of Counseling & Mental Health

	assignment of responsibilities ☐ Create a consensus regarding best practices and classroom conditions for effective prevention and intervention for challenging behaviors	Services • Principals & Assistant Principals • Clinical Coordinators • District Social Worker • Positive Behavioral Intervention and Support (PBIS) School-Based Leads • Designated Educators and Paraeducators
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Priority 2 : Promote Student and Staff Wellness

Strategic Goals	Action Steps	Staff Responsible
2.1: Support a culture of staff well-being across the Shrewsbury Public Schools to address workplace stress, with the goal of expanding administration to students and families.	☐ Continue to provide opportunities for all staff to participate in wellness activities, before, during, and after the school day. ☐ Continue to provide all staff the opportunity to teach and/or participate in “For Staff, By Staff” opportunities during the school year. ☐ Use feedback from staff to design and implement wellness opportunities designed to reduce workplace stress and increase a sense of belonging, including all staff book studies, and incentive programs	• Assistant Superintendent for Community Partnerships & Well-Being • District Staff Well-Being Leadership Team • Members of the District Leadership Team

2.2: Refine the plan for Food Service program improvements to enhance students' nutritional options and dining experiences within the framework of universal, no-cost meals	☐ Review recommendations made by third-party consultant regarding personnel and program needs and other variables needed to improve the Shrewsbury Food Service program, and propose an implementation plan ☐ Continue to support Food Service staff in providing more culturally relevant options for students	● Assistant Superintendent for Finance & Operations ● Director of Food Service ● School Wellness Advisory Committee
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Priority 3: Strengthen Social and Emotional Learning Programming and Supports

Strategic Goals	Action Steps	Staff Responsible
3.1: Implement next phase of implementation of the Positive Behavioral Intervention and Support (PBIS) program to clarify behavioral expectations and promote desired behaviors and the next phase of the Collaborative Problem Solving approach to respond to challenging behaviors	☐ Provide PBIS training and professional development for all staff in order to facilitate program implementation ☐ Roll out PBIS Data Dashboard at all schools by January 1, 2026 ☐ Utilize PBIS School-Based Team Leads and Team Members, representing all SPS schools, to ensure implementation of the PBIS program with fidelity during the 25-26 school year and provide them with professional development to help them support their peers	● Assistant Superintendent for Community Partnerships & Well-Being ● Director of Counseling and Mental Health Services Teams ● PBIS School-Based Teams ● Members of the District Leadership Team ● All SPS Staff

Priority 4 : Enhance Behavioral Supports and Interventions

Strategic Goals	Action Steps	Staff Responsible
4.1: Further develop assessment systems for student mental health and behavioral health needs	☐ Implement universal mental health screeners in grades 6-11. ☐ Administer Massachusetts Regional Youth Health Survey to all SHS and Oak Middle School students by December 2025 and use data to adjust health curriculum emphasis and interventions	• Assistant Superintendent for Student Services • Director of Counseling & Mental Health Services • Director of Physical Education, Health and Family Consumer Science • Counseling & Mental Health Clinical Staff • Data Managers • School Wellness Advisory Committee
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 second phase of the Positive Behavioral Interventions and Supports (PBIS) framework	☐ By January, implement the PBIS Data Dashboard to track student discipline issues and to identify, support and monitor students in need of behavioral support	• Assistant Superintendent for Student Services • Assistant Superintendent for Community Partnerships & Well-Being • Director of Information Technology • Principals and Assistant Principals • Director of Counseling & Mental Health Services • Data Managers
4.3 Support year two of implementation of the therapeutic program at the elementary grade span to provide specialized support	☐ Review behavior and observational data to determine student progress within the	• Assistant Superintendent for Student Services • Director of Counseling & Mental Health

for students who qualify due to significant social, emotional and behavioral needs, and explore the potential of adding therapeutic programming at the middle level	elementary therapeutic program and make adjustments as necessary ☐ Consider current supports for significant behavioral needs at the middle level and consider whether making revisions or adding therapeutic programming may better meet the needs of students with significant behavioral needs	Services ● Counseling & Mental Health Clinical Staff ● Elementary Therapeutic Program Staff
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Priority 5: Evaluate and Strengthen Safety and Security Systems and Protocols

Strategic Goals	Action Steps	Staff Responsible
5.1: Refine the district's safety and security systems and crisis response processes to reflect best practices	☐ Continue to provide school and district administrators and leaders with professional learning in collaboration with the Shrewsbury Police and Fire Departments ☐ Update internal safety and security documents to reflect any changes in protocols and to strengthen emergency communication practices ☐ Explore exemplary practices in place in other communities (Note: as some details are not appropriate for publication, specifics are not included in this document.)	● Assistant Superintendent for Finance & Operations ● Director of Information Technology ● Principals & Assistant Principals ● Partnership with Shrewsbury Police, Shrewsbury

Commitment to Optimization of Resources

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

Strategic Goals	Action Steps	Staff Responsible
1.1: Partner with the Select Board to discuss options for continued financial stability for the school district, and ensure community understanding of the district's financial needs in order to gain support for the community's investment in public education	☐ Collaborate with the Select Board through joint meetings ☐ Build community awareness through public presentations and public hearings as part of the FY2027 budget development process	• School Committee • Superintendent of Schools • Assistant Superintendent for Finance & Operations
1.2: Review and act on recommendations stemming from District Management Group's report, found here , to inform long-term financial planning	☐ Implement a program review process to examine best practices in utilization of paraeducator personnel ☐ Use forecasting work completed last year to inform budget development for Fiscal Year 2027 and to consider longer-term needs and threats to the district's fiscal stability	• School Committee • Superintendent of Schools • Assistant Superintendent for Finance & Operations • Assistant Superintendent for Student Services • District and School Administrators
1.3: Maximize available fiscal resources outside the appropriated budget to advance the district's strategic priorities including grants and philanthropic funding	☐ Apply for and seek grant and philanthropic funding to support career and technical education (see 1C.1 above) ☐ Seek state funding for district strategic priorities through competitive state grants where possible	• Assistant Superintendent for Community Partnerships & Well-Being • Assistant Superintendent for Student Services • Assistant Superintendent for Curriculum,

	☐ Devise a targeted capital campaign to support identified needs that are outside of the district's appropriated budget. Examples may include RISE transition program, career technical education programming, field studies, educational trips, athletics, etc.	Instruction, & Assessment • Assistant Superintendent for Finance & Operations • RISE Program Capital Campaign Committee • SHS Principal • SHS Director of School Counseling • Director of Athletics • Director of Alumni Development and Community Relationships
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Priority 2: Hire, Support and Retain High-Quality, Diverse Staff

Strategic Goals	Action Steps	Staff Responsible
2.1: Updated recruitment and selection processes, in order to attract and retain a diverse pool of qualified applicants and increase the number of talented educators and support staff who are representative of student and community demographics	☐ Consistently communicate opportunities regarding strengthening the “paraeducator to teacher pipeline” to staff ☐ Provide opportunities for ongoing professional learning of leaders who lead personnel searches about the resources included within the updated Talent Acquisition Guide ☐ Engage in a variety of new recruiting and retention techniques	• Executive Director of Human Resources • Human Resources Manager • Teacher Diversification Project Team • District Leadership Team

	designed to diversify and retain staff, including surveying paraeducators and interns/practicum students, and exploring teacher apprenticeship programs. ☐ Consider ways to generate data to inform this work by implementing “stay” and “exit” interview process	
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Priority 3: Maximize Family & Community Partnerships

Strategic Goals	Action Steps	Staff Responsible
3.1: Strengthen and grow partnerships with families through outreach efforts, including but not limited to developing a network of volunteers for interview committees, school-based activities, enhancing family interpreter and translation supports, and connecting families with community resources	☐ Continue to grow alumni, parents, caretakers, and community members partnerships 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) ☐ Explore ways to increase two-way communication, including potentially holding parent meetings off-site, ensuring that written communication is accessible and inclusive, and empowering students to share their learning experiences ☐ Work with school communities at all	● Assistant Superintendent for Community Partnerships & Well-Being ● Director of English Language Education ● Coordinator of English Language Education ● Executive Director of Human Resources ● Principals & Assistant Principals ● District Social Worker ● District Family Coordinator

	levels to raise awareness about the need for SHS expansion and to provide updates about the MSBA process	
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Priority 4: Strategically and Equitably Allocate District Resources

Strategic Goals	Action Steps	Staff Responsible
4.1: Investigate ways to equitably allocate district resources to engage students in enrichment opportunities	☐ Implement the updated fundraising policy ☐ Continue to monitor field study practices to advance common experiences by grade span ☐ Continue to work with parent and community organizations (PTOs, booster groups, etc.) to consider how to best leverage community funding, including soliciting donations to support families with financial challenges	● Assistant Superintendent for Finance & Operations ● Assistant Superintendent for Curriculum, Instruction, & Assessment ● Assistant Superintendent for Community Partnerships & Well-Being ● Principals

Priority 5: Improve Facilities to Address Overcrowding & Infrastructure Needs

Strategic Goals	Action Steps	Staff Responsible
5.1: Advance the work to determine a remedy to severe high school overcrowding and academic space limitations by working with the Massachusetts School Building Authority (MSBA) to develop plans for a potential expansion of Shrewsbury High School	☐ Secure local funding at the fall 2025 Special Town Meeting in order to move into the next phases of the MSBA process ☐ If funding is approved, work with the SHS Building Committee and the MSBA to engage in the next modules of the MSBA process: Module 2: Forming the Project Team & Module 3: Feasibility Study	• SHS Building Committee • School Committee • Superintendent of Schools • Assistant Superintendent for Finance & Operations • SHS Principal & Assistant Principals • Municipal Leaders from the Town Manager's Office and the Public Buildings Division