Spring 2023

State of the District

Scituate Public Schools
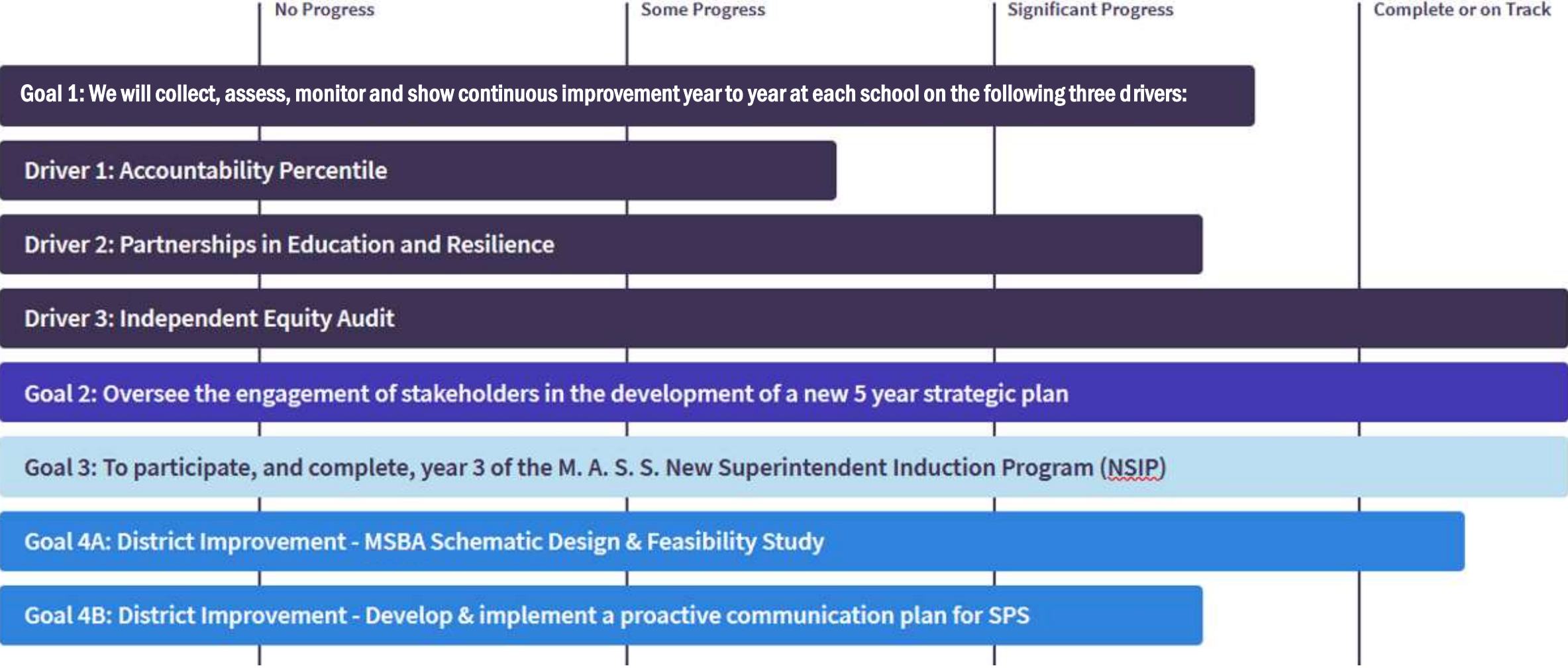
SCITUATE PUBLIC SCHOOLS: 2 PILLARS

PILLAR 1:

Our school district will be our *"Home Away from Home"* for students, staff, families and community. SPS will be a place where the climate/culture provides personalized learning for *every student,* built on strong student, staff, family, business and community *relationships*. SPS will be a place where [everyone has a seat at the table, is treated with respect, treated fairly and appreciated]. Our school district will be a place where students, staff, parents, administrators and community members *work together* and take ownership in developing and maintaining a dynamic *student-centered* learning environment.

PILLAR 2:

Our school district will be a place where [academic and personal excellence is an expectation for all.] It must be our fundamental belief that *all* students can learn and achieve at high levels. It is our *collective responsibility* to ensure we do "whatever it takes" to prepare our students for the competitive 21st-century global environment. Our goal is to be the *BEST* school district in the world!

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Status of Goals and Drivers

	No Progress	Some Progress	Significant Progress	Complete or on Track

Goal 1: We will collect, assess, monitor and show continuous improvement year to year at each school on the following three drivers:

Driver 1: Accountability Percentile

Driver 2: Partnerships in Education and Resilience

Driver 3: Independent Equity Audit

Goal 2: Oversee the engagement of stakeholders in the development of a new 5 year strategic plan

Goal 3: To participate, and complete, year 3 of the M. A. S. S. New Superintendent Induction Program (NSIP)

Goal 4A: District Improvement - MSBA Schematic Design & Feasibility Study

Goal 4B: District Improvement - Develop & implement a proactive communication plan for SPS

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STUDENT LEARNING GOALS:

GOAL 1: We will collect, assess, monitor and show continuous improvement year to year at each school on the following three drivers.

Driver 1: Accountability Percentile: An accountability percentile between 1 and 99 is reported to indicate a school's overall performance relative to other schools that administer similar MCAS assessments and is calculated using up to two years of data for all accountability indicators. The percentile ranking gives a snapshot of a school's overall relative performance compared to other schools with similar grade spans. Accountability indicators include:

- Achievement in math, ELA & science
- Growth in math & ELA
- (HS Only) Four-year cohort graduation rate, extended engagement rate & annual dropout rate
- Chronic absenteeism rate
- Advanced coursework completion rate

All data can be further broken down into subgroups. Schools use formative district assessments both standardized and customized to monitor student progress and adjust instruction and support flexibly throughout the year.

Driver 2: Partnerships in Education & Resilience (PEAR) Data: During the 2022-23 school year, the SED Team will collaborate with invested stakeholders to ensure 100% of students have a sense of belonging. The deliverables will include but not be limited to the following:

- Collaborate with stakeholders (i.e. Administrators, faculty) to use formative data points (HSA data, ThoughtExchange, principal surveys) to assess progress toward increasing student's sense of Belonging *and* determine strategies to improve benchmarks.

- Utilize HSA Scales and Toolkits relating to Belonging (Trust, Empathy, Relationship with Peers and Relationships with Adults) to celebrate strengths and support challenges of students relating to Belonging.

Driver 3: Equity Audit: Scituate Public Schools will work with an independent agency, Public Consulting Group (PCG), to facilitate an Equity Audit.

- The audit will assess current policies and practices to identify any unintended barriers for students, staff, and families. The goal of this audit is to identify strengths and areas for growth in our district and to make recommendations on how we can move towards achieving the best outcomes for each student in our community. The result will be actionable recommendations used as a foundation for continued improvement year to year.

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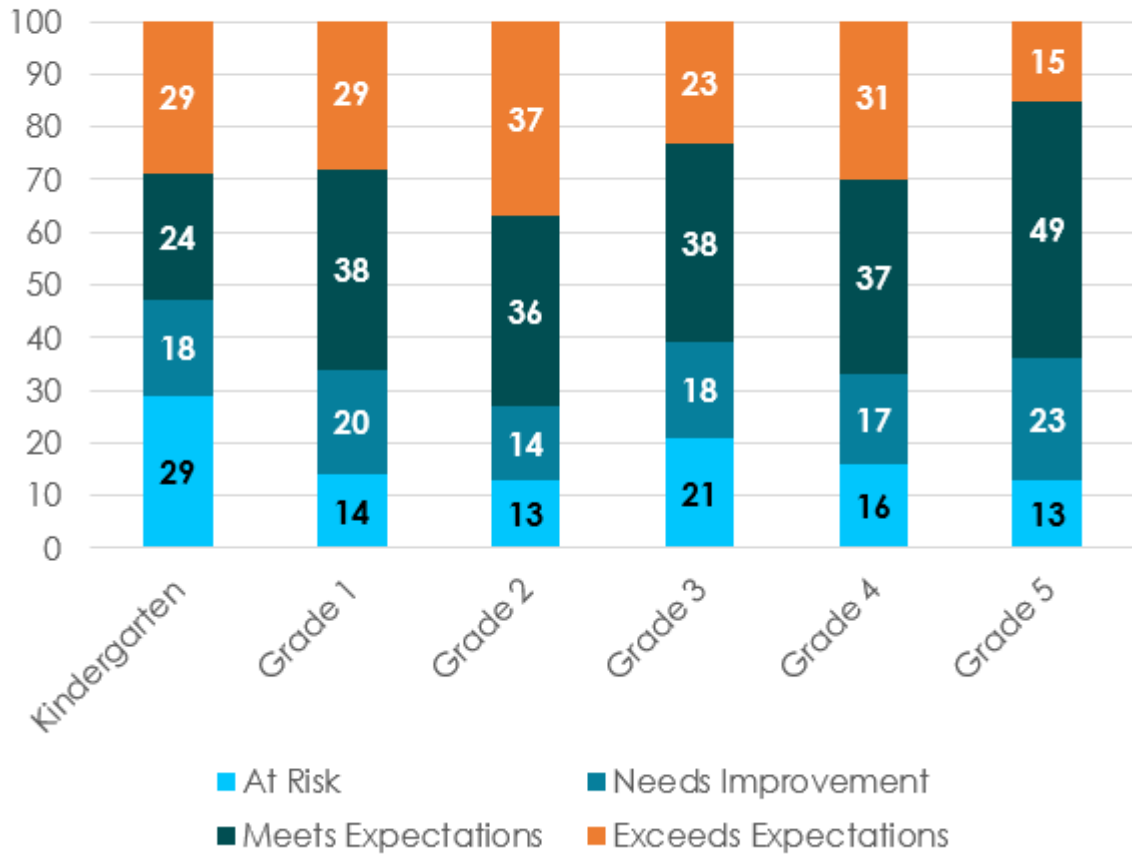**Superintendent and District Administrator Rubric**

Goal 1
We will collect, assess, monitor and show continuous improvement year to year at each school on the following three drivers.

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. Curriculum Indicator ✓ 1. Standards-Based Unit and Lesson Support	**A. Environment** ✓ 1. Plans, Procedures, and Routines 2. Operational Systems 3. Social and Emotional Well-Being 4. Student Health and Safety	**A. Engagement Indicator** ✓ 1. Family Engagement 2. Community and Stakeholder Engagement	**A. Commitment to High Standards Indicator** ✓ 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator ✓ 1. Student Engagement 2. Quality of Effort & Work 3. Meeting Diverse Needs	**B. Human Resources Management and Development Indicator** ✓ 1. Recruitment and Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B. Sharing Responsibility Indicator** ✓ 1. Student Support 2. Family Support	**B. Cultural Proficiency Indicator** ✓ 1. Policies and Practices
C. Assessment Indicator ✓ 1. Variety of Assessment Methods 2. Adjustments to Practice	**C. Scheduling and Management Information Systems Indicator** ✓ 1. Time for Teaching and Learning 2. Time for Collaboration	**C. Communication Indicator** ✓ 1. Culturally Proficient Communication	**C. Communications Indicator** ✓ 1. Communication Skills
D. Evaluation Indicator ✓ 1. Educator Goals 2. Student Learning Measures 3. Observations and Feedback 4. Performance Ratings	**D. Law, Ethics, and Policies Indicator** 1. Laws and Policies 2. Ethical Behavior	**D. Family Concerns Indicator** ✓ 1. Family Concerns	**D. Continuous Learning Indicator** 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision-Making Indicator ✓ 1. Data-Informed Decision Making 2. Plans and Goals	**E. Fiscal Systems Indicator** 1. Fiscal Systems		**E. Shared Vision Indicator** ✓ 1. Shared Vision Development
F. Student Learning Indicator ✓			**F. Managing Conflict Indicator** ✓ 1. Response to Disagreement and Conflict Resolution 2. Consensus Building

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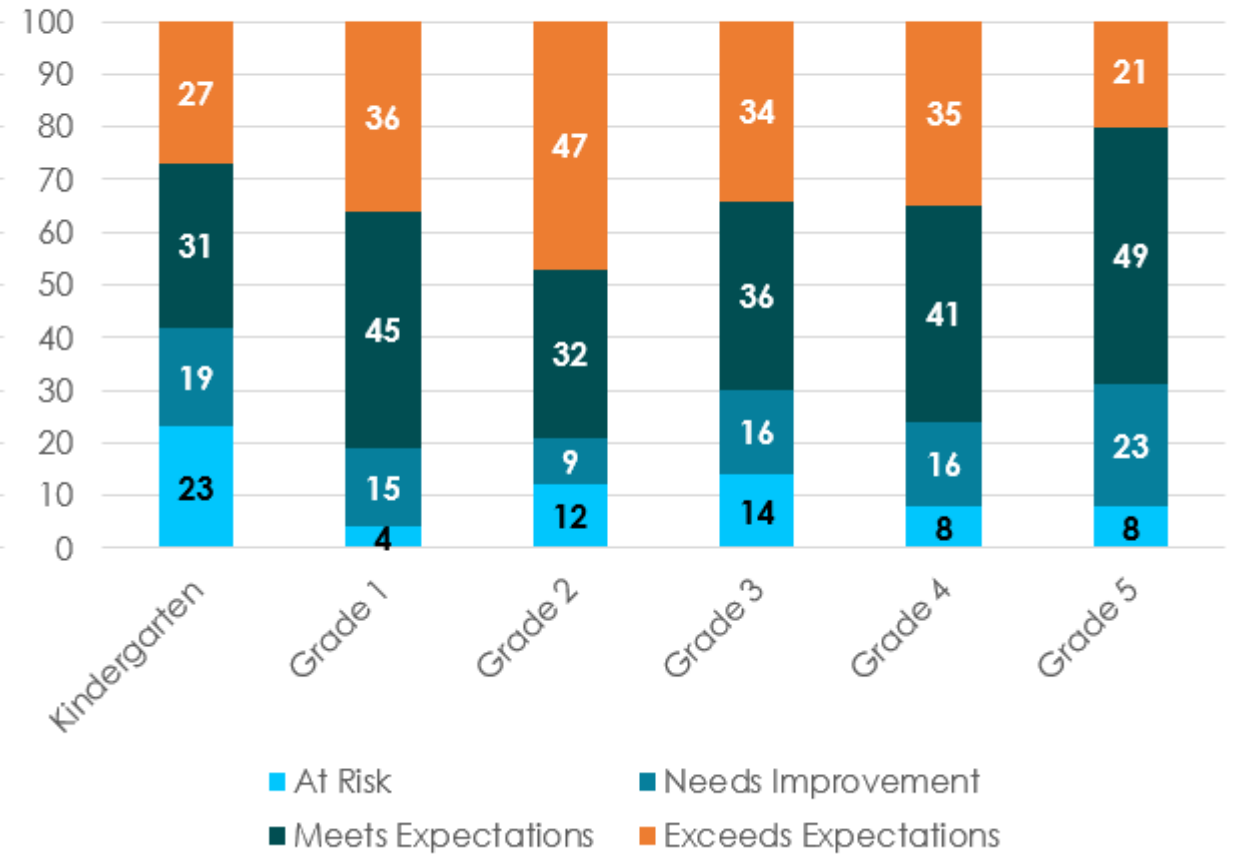
Driver 1: Accountability Percentile:

Driver 1: Accountability Percentile: Using assessments like DIBELS for K-2 and Star for 3-5, each student is assessed in ELA three times per year. Each "benchmark" measures if each students is achieving where a typical student should be at any given time of the year. Each benchmark is reflective of the standards that should have been met at that particular time of year.

- The percentage of at risk students in each grade level decreased.
- In grades 1 – 5, the percentage of students who exceed expectations increased.
- The most significant achievement is in grade 1 where 81% of students meet or exceed expectations


ELA Beginning of the Year

ELA Middle of the Year

Legend: At Risk, Needs Improvement, Meets Expectations, Exceeds Expectations

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Driver 1: Accountability Percentile: Using assessments like screeners and Symphony math, each student is assessed in math three times per year. Each "benchmark" measures if each students is achieving where a typical student should be at any given time of the year. Each benchmark is reflective of the standards that should have been met at that particular time of year. Kindergarten does not take the BOY Symphony assessment because it is computer based and not appropriate at that time of the year.

- The percentage of at risk students in each grade level decreased.
- In grades 1 – 5, the total percentage of students meeting or exceeding expectations increased.

Math Beginning of the Year

Math Middle of the Year

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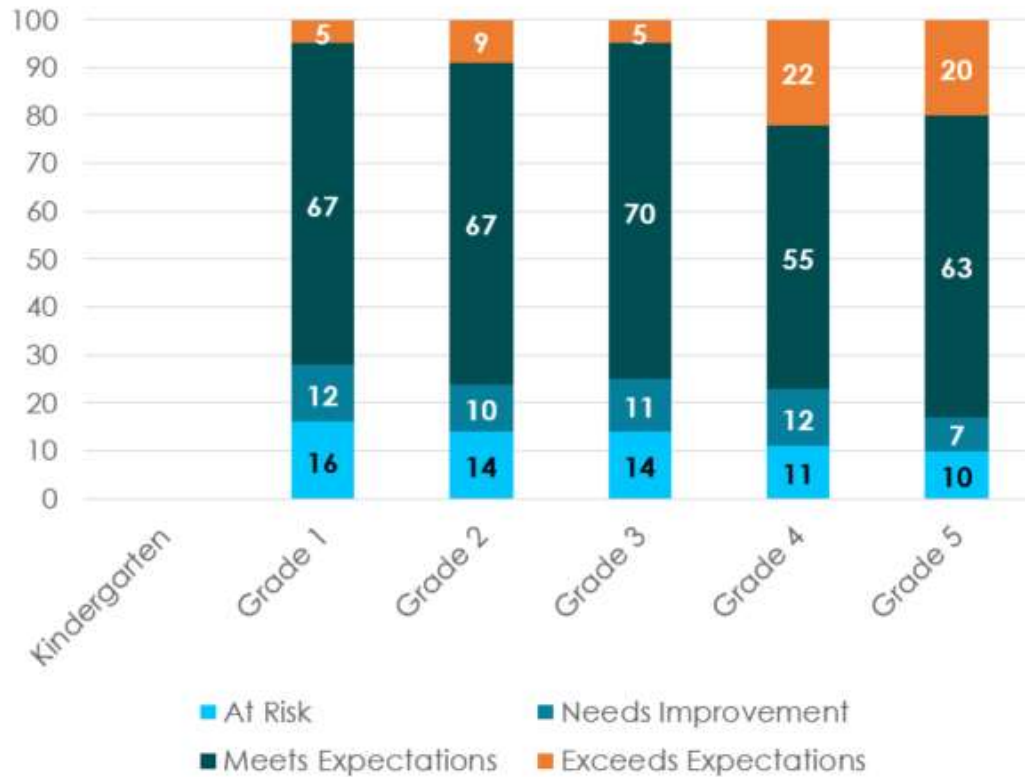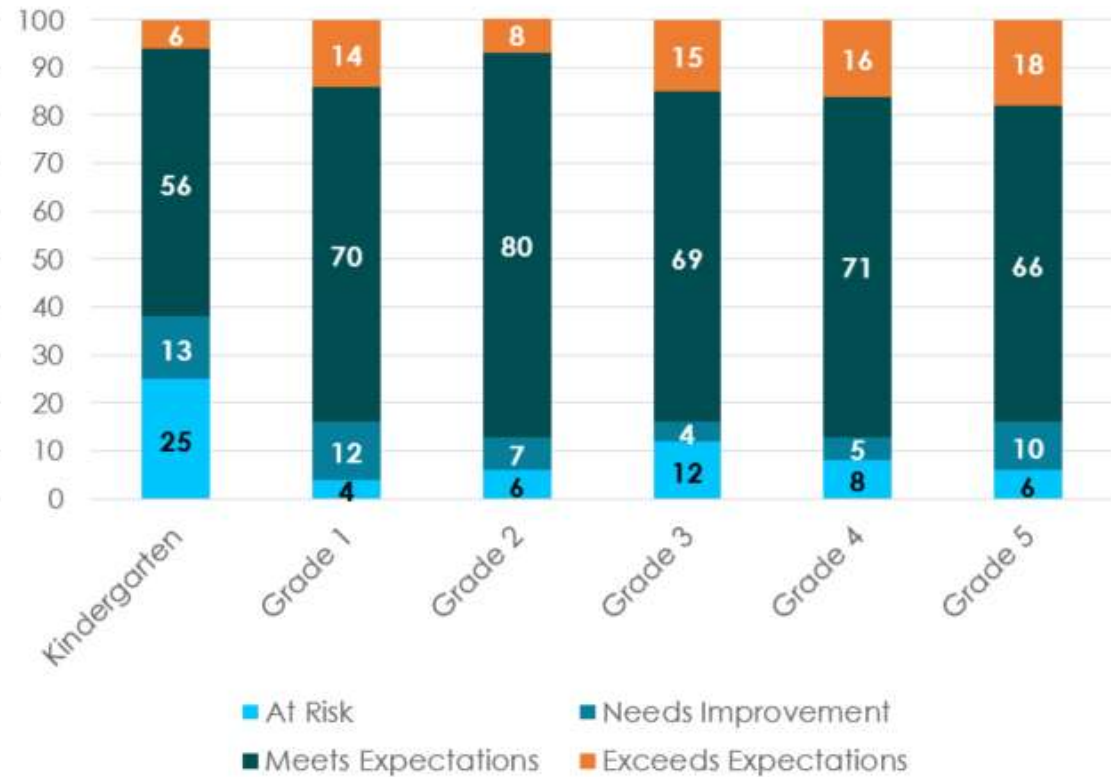
Driver 1: Accountability Percentile

Math Strength

All grade levels **showed growth** in meeting and exceeding expectations

Grade	Meeting and Exceeding Percentage BOY	Meeting and Exceeding Percentage MOY	Growth
1	73	84	11%
2	76	88	8%
3	76	84	8%
4	77	87	10%
5	83	84	1%

ELA Strength

All grade levels **showed growth** in meeting and exceeding expectations

Grade	Meeting and Exceeding Percentage BOY	Meeting and Exceeding Percentage MOY	Growth
K	53	58	5%
1	67	81	14%
2	73	79	6%
3	61	70	9%
4	68	76	8%
5	64	70	6%

Math targeted area for growth

Kindergarten (25%) and Grade 3 (12%) have the highest percentage of students in the At-Risk category on the MOY assessment.

ELA targeted area for growth

For students scoring at or above the 50th percentile on STAR, our median percentile rank is 72. For students scoring below the 50th percentile, our median percentile rank is 31.
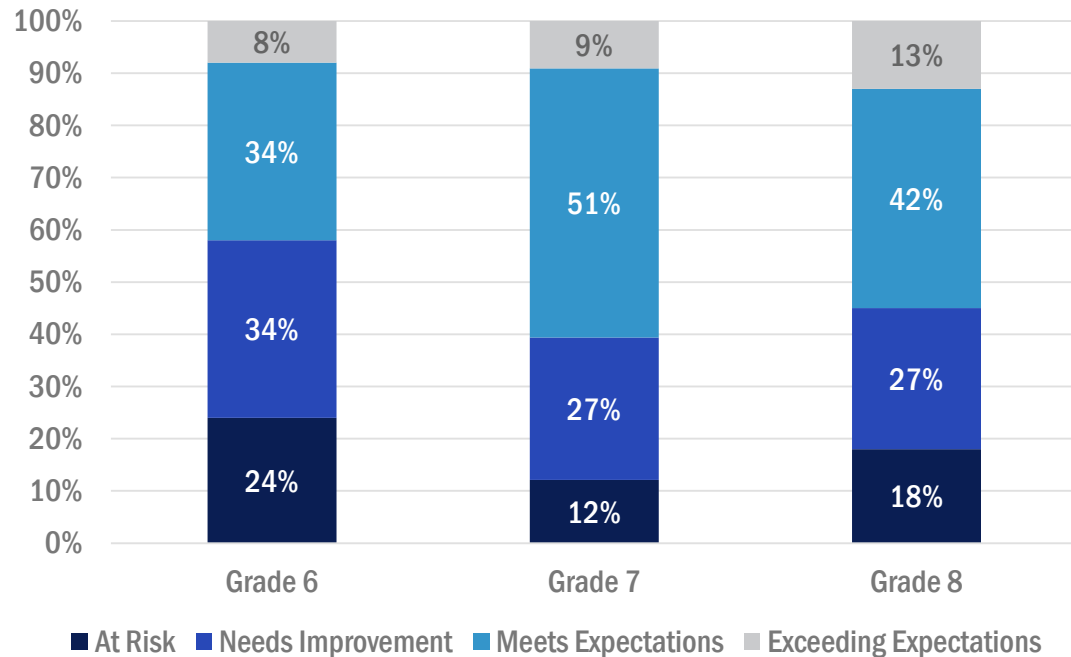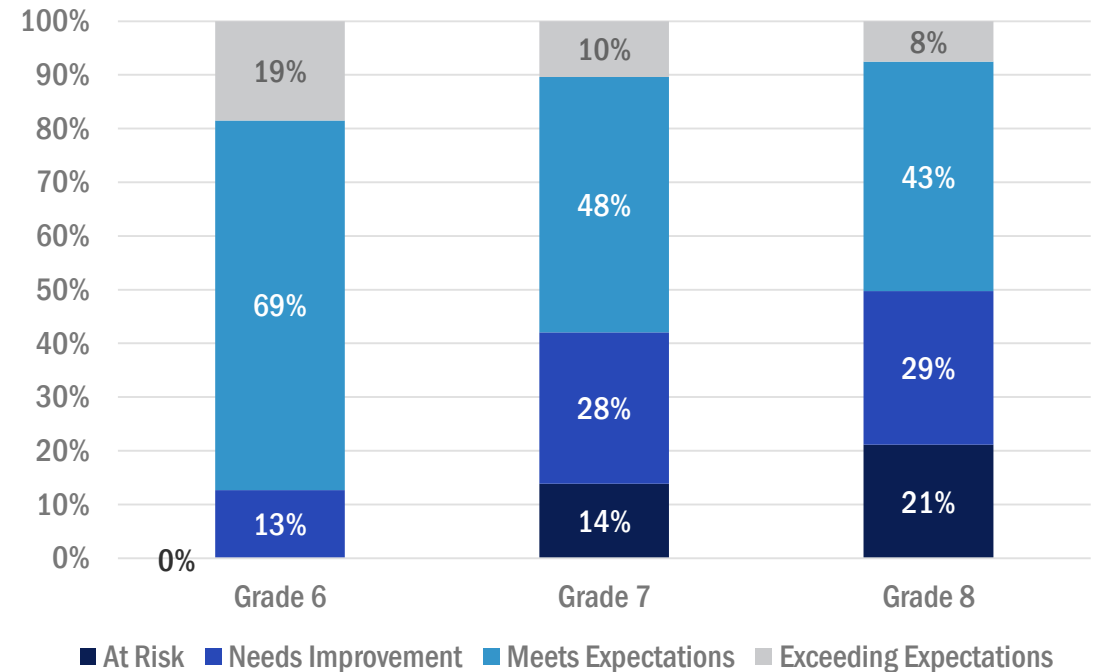
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Driver 1: Accountability Percentile: Using IXL, each student is assessed in math three times per year. Each "benchmark" measures if each students is achieving where a typical student should be at any given time of the year. Each benchmark is reflective of the standards that should have been met at that particular time of year.

- Grade 6 achievement increased substantially
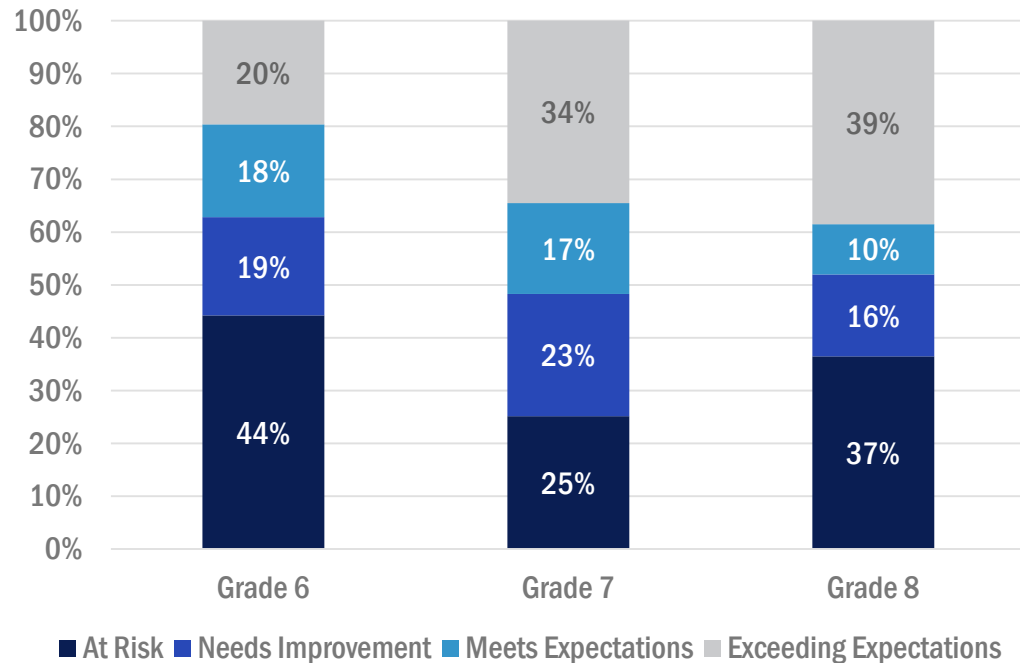- At risk has increased in grades 7 & 8

Math Beginning of the Year

	At Risk	Needs Improvement	Meets Expectations	Exceeding Expectations
Grade 6	24%	34%	34%	8%
Grade 7	12%	27%	51%	9%
Grade 8	18%	27%	42%	13%

Math Middle of the Year

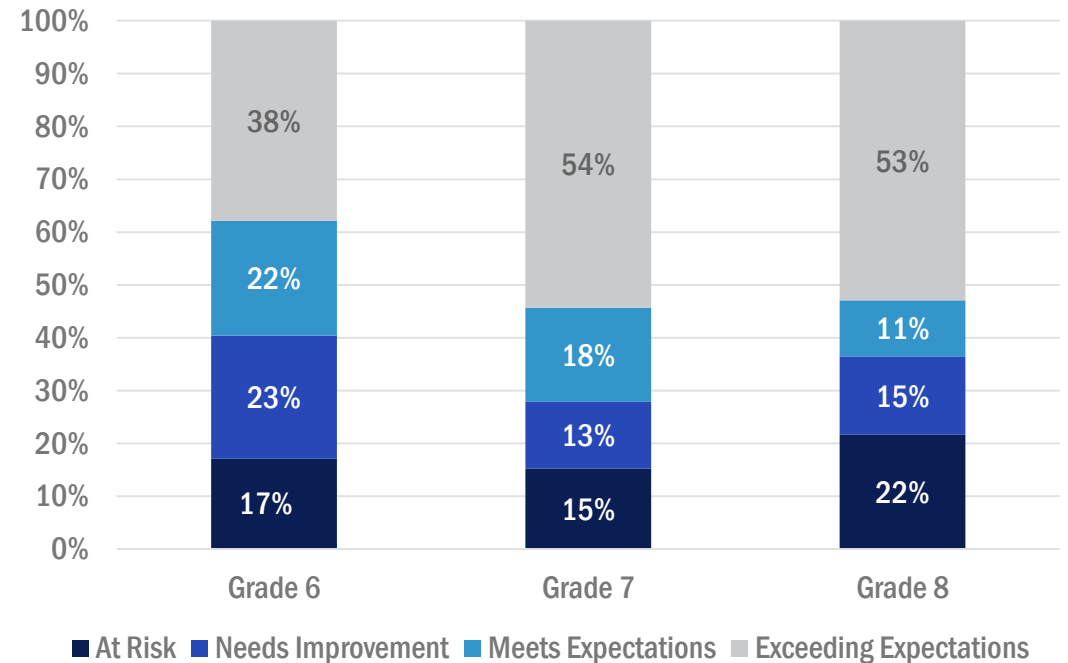|	At Risk	Needs Improvement	Meets Expectations	Exceeding Expectations
Grade 6	0%	13%	69%	19%
Grade 7	14%	28%	48%	10%
Grade 8	21%	29%	43%	8%

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Driver 1: Accountability Percentile: Using IXL, each student is assessed in ELA three times per year. Each "benchmark" measures if each students is achieving where a typical student should be at any given time of the year. Each benchmark is reflective of the standards that should have been met at that particular time of year.

- Substantial increase in achievement in all grade levels
- 28% - 40% of all students in each grade level need improvement or are at risk

ELA Beginning of the Year

	Grade 6	Grade 7	Grade 8
Exceeding Expectations	20%	34%	39%
Meets Expectations	18%	17%	10%
Needs Improvement	19%	23%	16%
At Risk	44%	25%	37%

ELA Middle of the Year

	Grade 6	Grade 7	Grade 8
Exceeding Expectations	38%	54%	53%
Meets Expectations	22%	18%	11%
Needs Improvement	23%	13%	15%
At Risk	17%	15%	22%

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Driver 1: Accountability Percentile

Engagement in rigorous coursework ratings are released in the Fall with accountability reports & AP Scores will be released this summer

Mock Exams	FY22 Participation	FY23 Participation
ELA	57%	94%
Math	26%	34%
Science	30%	34%

High School Strength

- **Expansion** of AP Courses in person at SHS including AP Environmental Science, AP Human Geography, and AP Computer Science Principles

- **Substantial increased** participation in ELA AP Mock Exams

High School targeted area for growth

- **Mock Exams** in history/social sciences not supported by Mass Insight

- **Maximizing participation** in AP Mock Exams in all areas to increase scores & self reflection

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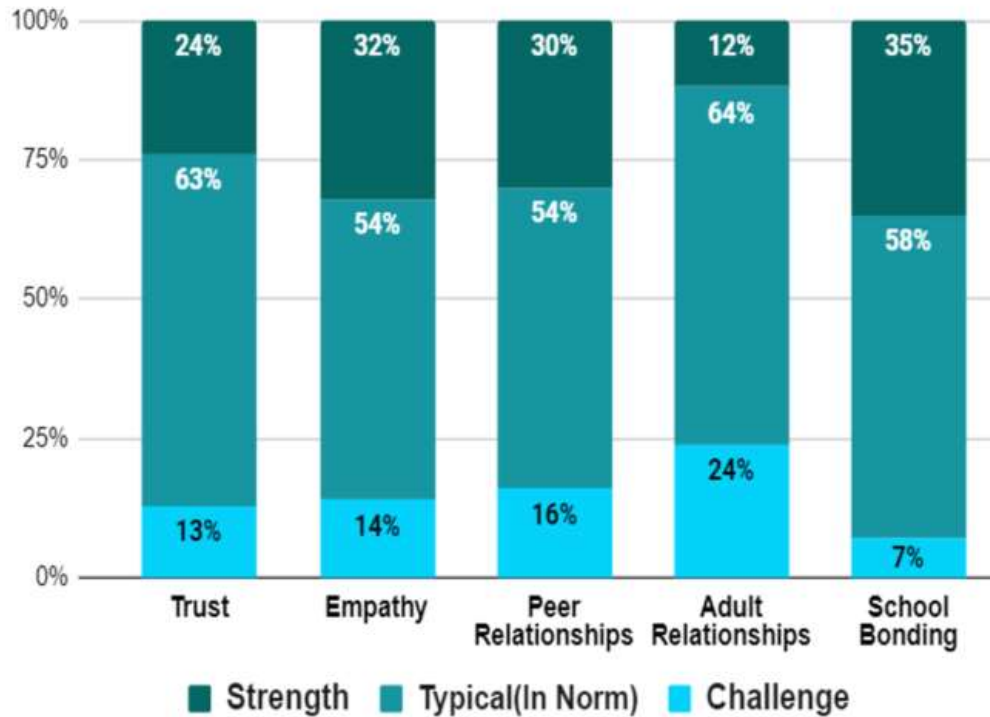# Science Engagement
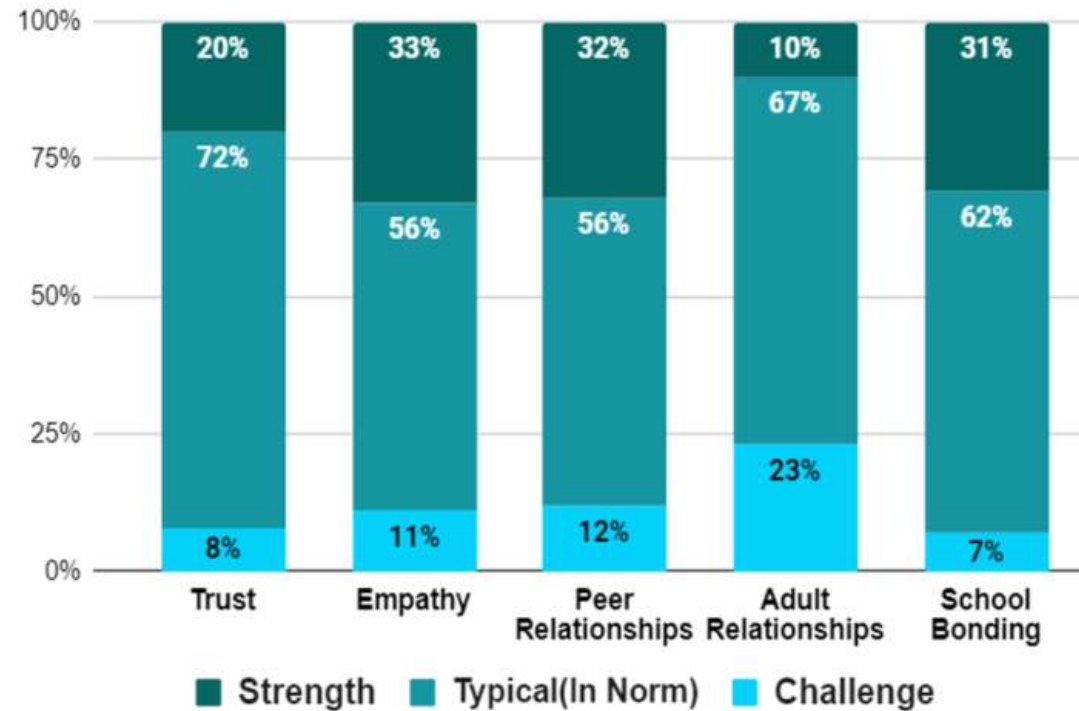
https://vimeo.com/814743277

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Elementary Holistic Student Asmt. (HSA): Belonging Scales

- Challenge percentage decreased in 4/5 scales
- Adult relationships is a focus area

### FY'22 (Fall '21) Elementary, Gr. 4-5

	Trust	Empathy	Peer Relationships	Adult Relationships	School Bonding
Strength	24%	32%	30%	12%	35%
Typical(In Norm)	63%	54%	54%	64%	58%
Challenge	13%	14%	16%	24%	7%

Legend: ■ Strength ■ Typical(In Norm) ■ Challenge

FY'23 (Fall '22) Elementary, Gr. 4-5

	Trust	Empathy	Peer Relationships	Adult Relationships	School Bonding
Strength	20%	33%	32%	10%	31%
Typical(In Norm)	72%	56%	56%	67%	62%
Challenge	8%	11%	12%	23%	7%

Legend: ■ Strength ■ Typical(In Norm) ■ Challenge

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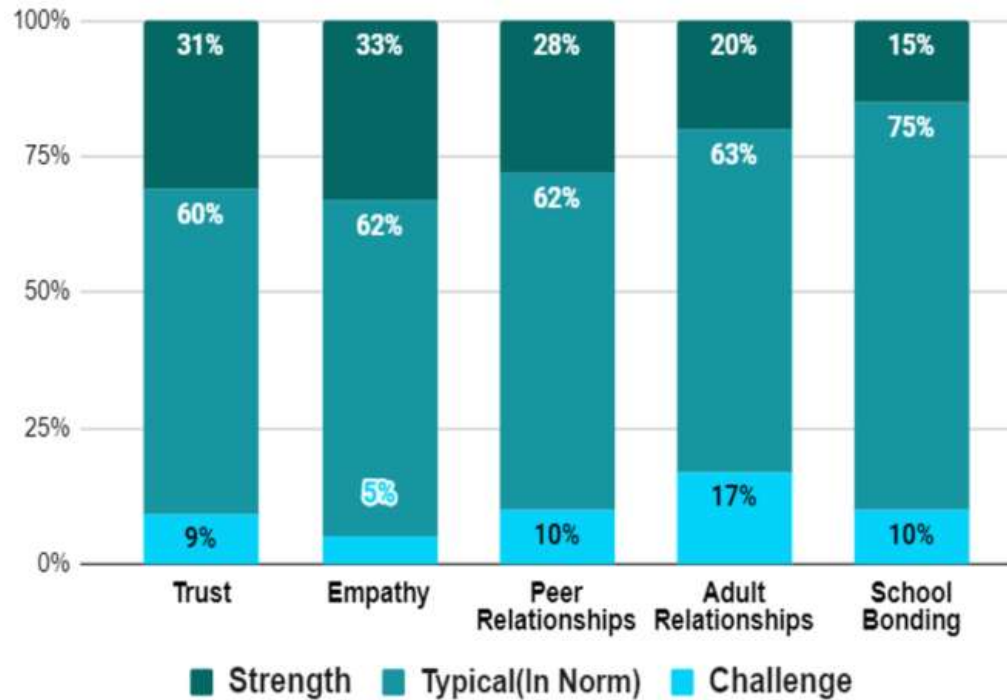# Gates, Holistic Student Asmt. (HSA): Belonging Scales

- Strengths increased or stayed the same in 4/5 scales
- Overall, students in FY23 started their middle school year with more challenges than students in FY22
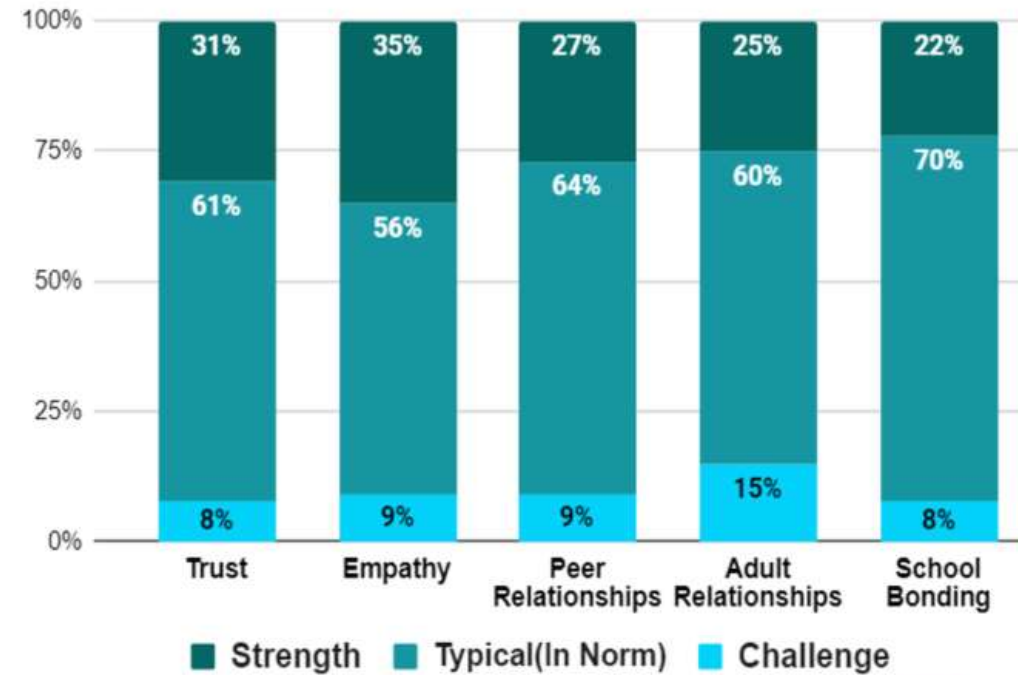

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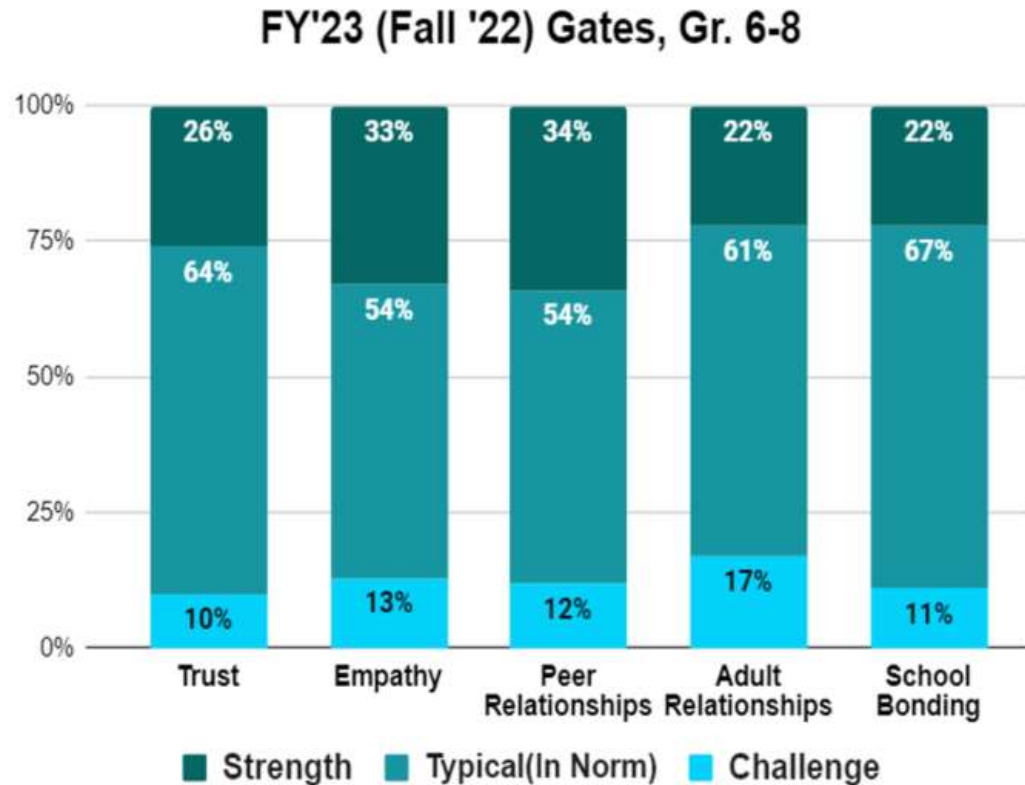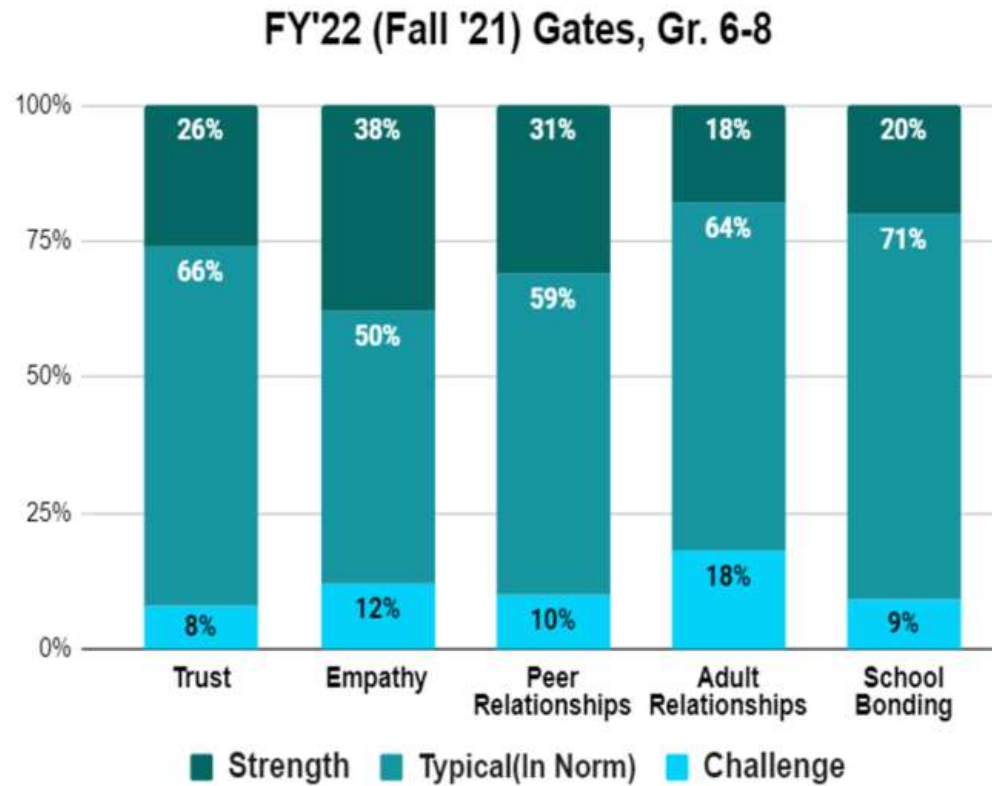
SHS, Holistic Student Asmt. (HSA): Belonging Scales

- Challenges decreased in 4/5 scales
- School Bonding Strength increased by 7% and decreased as a challenge by 2%

FY'22 (Fall '21) SHS, Gr. 9-10

	Trust	Empathy	Peer Relationships	Adult Relationships	School Bonding
Strength	31%	33%	28%	20%	15%
Typical(In Norm)	60%	62%	62%	63%	75%
Challenge	9%	5%	10%	17%	10%

FY'23 (Fall '22) SHS, Gr. 9-10

	Trust	Empathy	Peer Relationships	Adult Relationships	School Bonding
Strength	31%	35%	27%	25%	22%
Typical(In Norm)	61%	56%	64%	60%	70%
Challenge	8%	9%	9%	15%	8%

Legend: ■ Strength ■ Typical(In Norm) ■ Challenge

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Driver 3: Independent Equity Audit – Priority Recommendations

Embedded Equity Actions and Goals

Articulate a vision, goals, and a tangible action plan for how to achieve these goals for Diversity, Equity & Inclusion to ensure that students, staff & our community share a common understanding of what DEI looks like in SPS.

Step 1

Equity-Aligned Professional Learning Plan

Based on the vision and goals for DEI, create an equity-aligned professional learning plan to ensure equity and cultural responsive practices are embedded in learning across the district.

Data-Driven Systems for Human Resources

Based on the vision and goals for DEI, develop systems that use data strategically to guide the work of recruitment, hiring, and retention in the district that include but is not limited to tracking demographic information, language fluency, retention and advancement for regular monitoring of hiring practices.

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Stay Tuned for

Driver 1: Accountability Percentile

- Public Release of Accountability Data Fall 2023

- Flying Classroom Programming FY24

- Expansion of literacy & math progress monitoring grades 6 - 12

Driver 2: Social Emotional Development

- Continued work with Partnership with Education And Resiliency (PEAR)

- Adoption of Character Strong PK – 12 Curriculum Resources

- Grade 6 End of Year HSA Pilot Results

Driver 3: Independent Equity Audit

- Equity Audit high priorities reflected in the strategic plan

- Assess and monitor hiring practices to guide the work of recruitment, hiring, and retention.

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STUDENT LEARNING GOALS:

GOAL 2: I will oversee the engagement of stakeholders in the development of a new 3 -5 year strategic plan.

The deliverables/outcomes will include but not be limited to the following:

- Work with an independent agency to facilitate a comprehensive and collaborative process to ensure that all stakeholders have a voice in crafting our strategic plan

- Develop a clear mission, vision and core values to drive district initiatives

- Create a series of strategic objectives, strategic initiatives, and outcomes; a district mission statement; and a district theory of action to realize our district vision and define academic and personal excellence

- SPS School committee approval of the 3 – 5 year Scituate Public Schools Strategic Plan

- Thinking Ahead: Summer 2023 focus on designing student learning goals that align directly with our strategic plan objectives and action steps and define academic and personal excellence

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Superintendent and District Administrator Rubric

Goal 2
I will oversee the engagement of stakeholders in the development of a new 3 -5 year strategic plan.

	STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A.	**Curriculum Indicator** ✓ 1. Standards-Based Unit and Lesson Support	**Environment** ✓ 1. Plans, Procedures, and Routines 2. Operational Systems 3. Social and Emotional Well-Being 4. Student Health and Safety	**Engagement Indicator** ✓ 1. Family Engagement 2. Community and Stakeholder Engagement	**Commitment to High Standards Indicator** ✓ 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B.	**Instruction Indicator** ✓ 1. Student Engagement 2. Quality of Effort & Work 3. Meeting Diverse Needs	**Human Resources Management and Development Indicator** ✓ 1. Recruitment and Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**Sharing Responsibility Indicator** ✓ 1. Student Support 2. Family Support	**Cultural Proficiency Indicator** ✓ 1. Policies and Practices
C.	**Assessment Indicator** ✓ 1. Variety of Assessment Methods 2. Adjustments to Practice	**Scheduling and Management Information Systems Indicator** ✓ 1. Time for Teaching and Learning 2. Time for Collaboration	**Communication Indicator** ✓ 1. Culturally Proficient Communication	**Communications Indicator** ✓ 1. Communication Skills
D.	**Evaluation Indicator** ✓ 1. Educator Goals 2. Student Learning Measures 3. Observations and Feedback 4. Performance Ratings	**Law, Ethics, and Policies Indicator** ✓ 1. Laws and Policies 2. Ethical Behavior	**Family Concerns Indicator** ✓ 1. Family Concerns	**Continuous Learning Indicator** ✓ 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E.	**Data-Informed Decision-Making Indicator** ✓ 1. Data-Informed Decision Making 2. Plans and Goals	**Fiscal Systems Indicator** ✓ 1. Fiscal Systems		**Shared Vision Indicator** ✓ 1. Shared Vision Development
F.	**Student Learning Indicator** ✓			**Managing Conflict Indicator** ✓ 1. Response to Disagreement and Conflict Resolution 2. Consensus Building

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Strategic Planning Committee Members

Community Members	SPS Teachers	SPS Administrators	Town Officials	Students
Val Baker	Nicole Gracia	William Burkhead	Nicole Brandolini	Emmanual Grant
Kate Fardink	Megan Gregory	Heidi Driscoll	Carey Borkoski	Louisa Kinsley
Gavin Quinlan	Elizabeth Horne	Robert Dutch		Jane Ryan
Laurie Schneider	Joe Pumphrey	Michele Boebert		
	Greg Ranieri	Jamele Adams		
	Tammy Rundle	Karen Hughes		
		Tracy Riordan		

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Strategic Planning Process

Event	Status
Community Informational Sessions	Completed
Parent Forums	Completed
Staff Forums	Completed
Student Forums	Completed
ThoughtExchange & Traditional Survey	Completed
Working Sessions	In Progress
School Committee Presentation	June 2023
School Committee Vote	June 2023
Goal-Setting	Fall 2023

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Strategic Planning Committee Work

Phase I: Building the Base

- Community Input / Feedback ✓
- Collecting Data ✓

Phase II: Informing / Analyzing

- Assessing the Current Plan ✓
- Revisiting the Mission & Core Values ✓
- Data Analysis: Developing Common Themes ✓
- Building Vision

Phase III: Constructing and Implimenting

- Developing Strategic Obj/ Initiatives ✓
- Developing Theory of Action
- Implementing the Plan

**Focus Groups
Data Collection
Survey
(Jan. - Feb.)**

Meeting #1, 2 & 3
#1: 3/15/23
#2 4/5/23
#3 4/12/23

Meeting #3 , 4, & 5
#3: 4/12/23
#4: 4/26/23
#5: 5/10/23

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PROFESSIONAL PRACTICE GOAL:

GOAL 3: To participate, and complete, year three of the M.A.S.S. New Superintendent Induction Program (NSIP).

The NSIP theory of action is based on the multidimensional nature of effective district level leadership. By teaching and supporting successful former superintendents to coach new superintendents, and by grounding this support in a research-based curriculum taught over three years. NSIP enables participants to develop and effectively implement high leverage, widely-understood strategies that will improve teaching and learning during their first three years as superintendents. The deliverables will include but not be limited to the following:

✓ Coaching from experienced Superintendents

✓ Content meetings/Professional Development

✓ Collaboration and networking with peers

✓ Successful attendance and completion of year three of the NSIP program

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Superintendent and District Administrator Rubric

Goal 3
To participate, and complete, year three of the M.A.S.S. New Superintendent Induction Program (NSIP).

STANDARD I: Instructional Leadership

A. **Curriculum Indicator**
   1. Standards-Based Unit and Lesson Support

B. **Instruction Indicator** ✓
   1. Student Engagement
   2. Quality of Effort & Work
   3. Meeting Diverse Needs

C. **Assessment Indicator**
   1. Variety of Assessment Methods
   2. Adjustments to Practice

D. **Evaluation Indicator** ✓
   1. Educator Goals
   2. Student Learning Measures
   3. Observations and Feedback
   4. Performance Ratings

E. **Data-Informed Decision-Making Indicator** ✓
   1. Data-Informed Decision Making
   2. Plans and Goals

F. **Student Learning Indicator**

STANDARD II: Management and Operations

A. **Environment** ✓
   1. Plans, Procedures, and Routines
   2. Operational Systems
   3. Social and Emotional Well-Being
   4. Student Health and Safety

B. **Human Resources Management and Development Indicator**
   1. Recruitment and Hiring Strategies
   2. Induction, Professional Development, and Career Growth Strategies

C. **Scheduling and Management Information Systems Indicator** ✓
   1. Time for Teaching and Learning
   2. Time for Collaboration

D. **Law, Ethics, and Policies Indicator** ✓
   1. Laws and Policies
   2. Ethical Behavior

E. **Fiscal Systems Indicator**
   1. Fiscal Systems

STANDARD III: Family and Community Engagement

A. **Engagement Indicator** ✓
   1. Family Engagement
   2. Community and Stakeholder Engagement

B. **Sharing Responsibility Indicator** ✓
   1. Student Support
   2. Family Support

C. **Communication Indicator**
   1. Culturally Proficient Communication

D. **Family Concerns Indicator** ✓
   1. Family Concerns

STANDARD IV: Professional Culture

A. **Commitment to High Standards Indicator** ✓
   1. Commitment to High Standards
   2. Mission and Core Values
   3. Meetings

B. **Cultural Proficiency Indicator** ✓
   1. Policies and Practices

C. **Communications Indicator** ✓
   1. Communication Skills

D. **Continuous Learning Indicator** ✓
   1. Continuous Learning of Staff
   2. Continuous Learning of Administrator

E. **Shared Vision Indicator** ✓
   1. Shared Vision Development

F. **Managing Conflict Indicator** ✓
   1. Response to Disagreement and Conflict Resolution
   2. Consensus Building

Scituate Public Schools

DISTRICT IMPROVEMENT GOALS

GOAL 1: Guide district through year two (schematic design and feasibility study phases) of the MSBA New School Building Project.

The deliverables will include but not be limited to the following:

✓ Meet all timelines and benchmarks established by the MSBA by the end of this fiscal year (23') that specifically align with the schematic design and feasibility study phases of the new building project.

✓ Preliminary Design Program

✓ Preferred Schematic Report (August 2023)

GOAL 2: Develop and implement a proactive communication plan that provides our school community with accurate and timely information and engages the public in open and respectful conversations about student learning.

The deliverables will include but not be limited to the following:

✓ Communications plan

✓ New website development

✓ New Thursday Thoughts "Spotlight"

✓ ThoughtExchange Surveys

✓ Seaside Chats

Scituate Public Schools

Superintendent and District Administrator Rubric

Goal 4A & B

- Guide district through year two (schematic design and feasibility study phases) of the MSBA New School Building Project.

- Develop and implement a proactive communication plan that provides our school community with accurate and timely information and engages the public in open and respectful conversations about student learning.

STANDARD I:
Instructional Leadership

A. **Curriculum Indicator**
   1. Standards-Based Unit and Lesson Support

B. **Instruction Indicator**
   1. Student Engagement
   2. Quality of Effort & Work
   3. Meeting Diverse Needs

C. **Assessment Indicator**
   1. Variety of Assessment Methods
   2. Adjustments to Practice

D. **Evaluation Indicator** ✓
   1. Educator Goals
   2. Student Learning Measures
   3. Observations and Feedback
   4. Performance Ratings

E. **Data-Informed Decision-Making Indicator** ✓
   1. Data-Informed Decision Making
   2. Plans and Goals

F. **Student Learning Indicator**

STANDARD II:
Management and Operations

A. **Environment** ✓
   1. Plans, Procedures, and Routines
   2. Operational Systems
   3. Social and Emotional Well-Being
   4. Student Health and Safety

B. **Human Resources Management and Development Indicator**
   1. Recruitment and Hiring Strategies
   2. Induction, Professional Development, and Career Growth Strategies

C. **Scheduling and Management Information Systems Indicator** ✓
   1. Time for Teaching and Learning
   2. Time for Collaboration

D. **Law, Ethics, and Policies Indicator**
   1. Laws and Policies
   2. Ethical Behavior

E. **Fiscal Systems Indicator**
   1. Fiscal Systems

STANDARD III:
Family and Community Engagement

A. **Engagement Indicator** ✓
   1. Family Engagement
   2. Community and Stakeholder Engagement

B. **Sharing Responsibility Indicator** ✓
   1. Student Support
   2. Family Support

C. **Communication Indicator** ✓
   1. Culturally Proficient Communication

D. **Family Concerns Indicator** ✓
   1. Family Concerns

STANDARD IV:
Professional Culture

A. **Commitment to High Standards Indicator** ✓
   1. Commitment to High Standards
   2. Mission and Core Values
   3. Meetings

B. **Cultural Proficiency Indicator** ✓
   1. Policies and Practices

C. **Communications Indicator** ✓
   1. Communication Skills

D. **Continuous Learning Indicator** ✓
   1. Continuous Learning of Staff
   2. Continuous Learning of Administrator

E. **Shared Vision Indicator** ✓
   1. Shared Vision Development

F. **Managing Conflict Indicator** ✓
   1. Response to Disagreement and Conflict Resolution
   2. Consensus Building

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Building Committee Members

Community Members	SPS Administrators	Town Officials
Jonathan Burwood	William Burkhead	James Boudreau
Jared Cianciolo	Robert Dutch	Nancy Holt
Gregg Davey	Julie Ward	Jerry Kelly
Jeff Halbig	Scott Williams	Kevin Kelly
Matt Marino	**School Committee**	Stephen Shea
Bruce Marshman	Nicole Brandolini	Tony Vegnani
Andrew Scanzillo	Janice Lindblom	
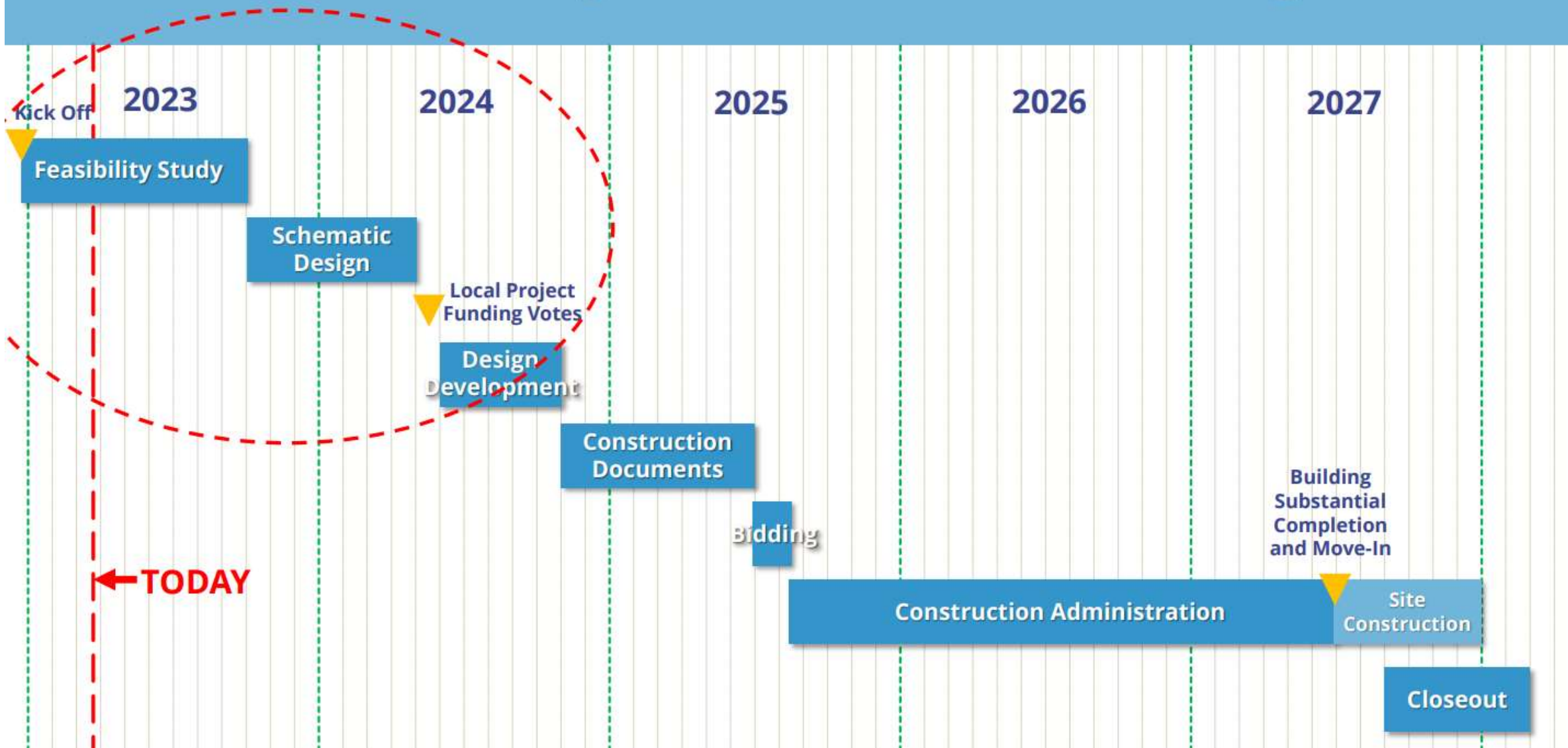
Scituate Public Schools
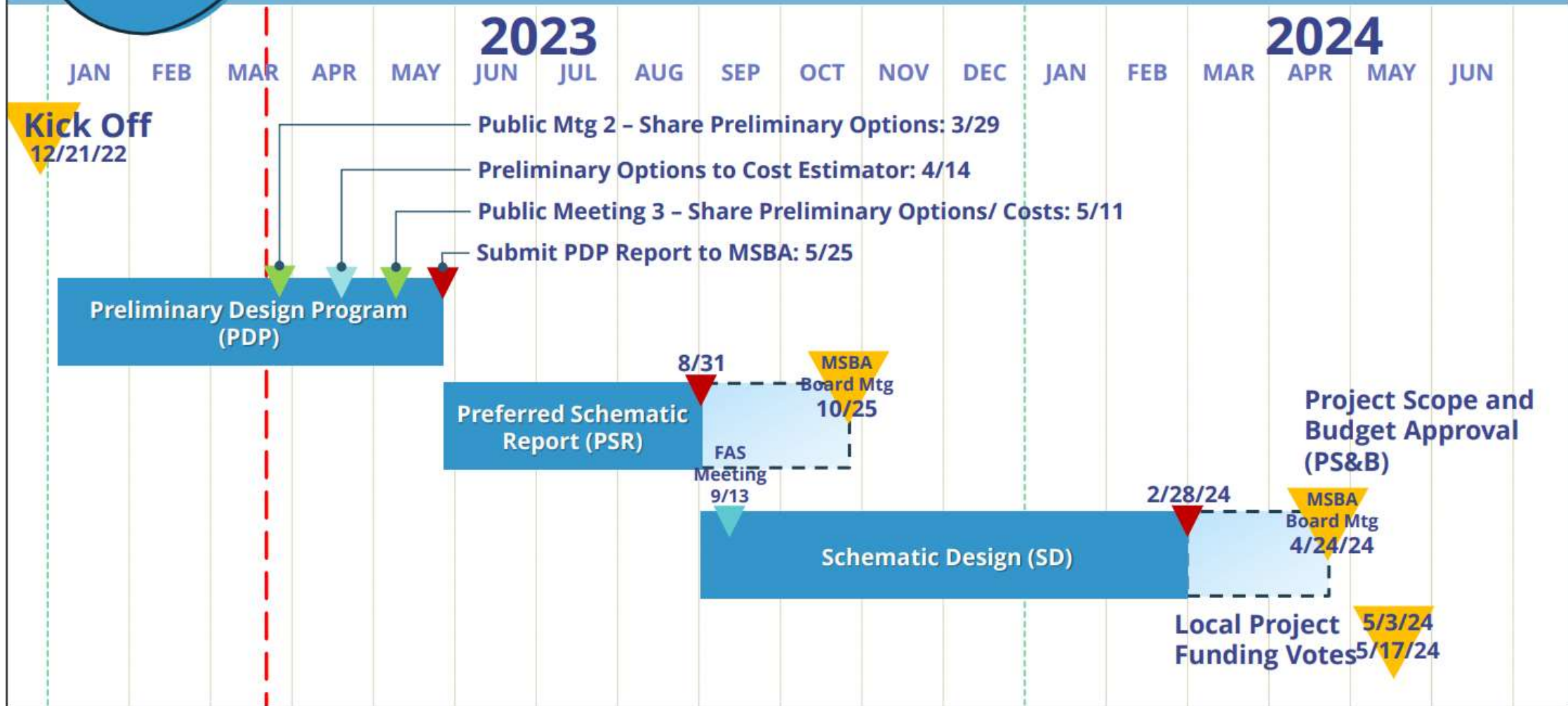
Cushing and Hatherly MSBA Project

Communications tools

Launched 8 new websites and mobile app with major design and feature improvements.

Design overhaul

Accessibility tools that give visitors with visual impairments the ability to customize their view

Content organization to make it easier for families and students to find what they need

News. Schools can easily share timely information with parents and caregivers in one place

iPhone and Android App

Our mobile app lets parents and caregivers customize the **news and events** they receive.

They also receive **phone notifications** when something new is published.

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Communications advancements

Focus on clear, concise, consistent and easily accessible information sharing.

Administration & Staff Skill Development

- **Established a digital communications team** to support consistency with communication across the district

- **Implemented communications & technology training** for content creators (principals & central office staff)

— *Smart Brevity* Book Study

— Group & Individual Communications Trainings with Expert
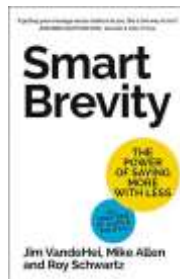
School Committee Engagement

- **Implemented School Committee Updates** for summarized and easily searchable information that is always available

- School Committee Calendar

Family/School Information ... Accurate & Timely

- Focus on making the websites the **One True Source** for public SPS information

— *Newsfeeds*

— *Principal updates*

— *School calendars*

- Celebrations of Learning

- BOY MOY EOY elementary parent communication

Community Outreach

- Community outreach and feedback tools (i.e., ThroughtExchange) are posted and easily accessible

- Expanded access to candidates for employment through easy-to-use sharable links

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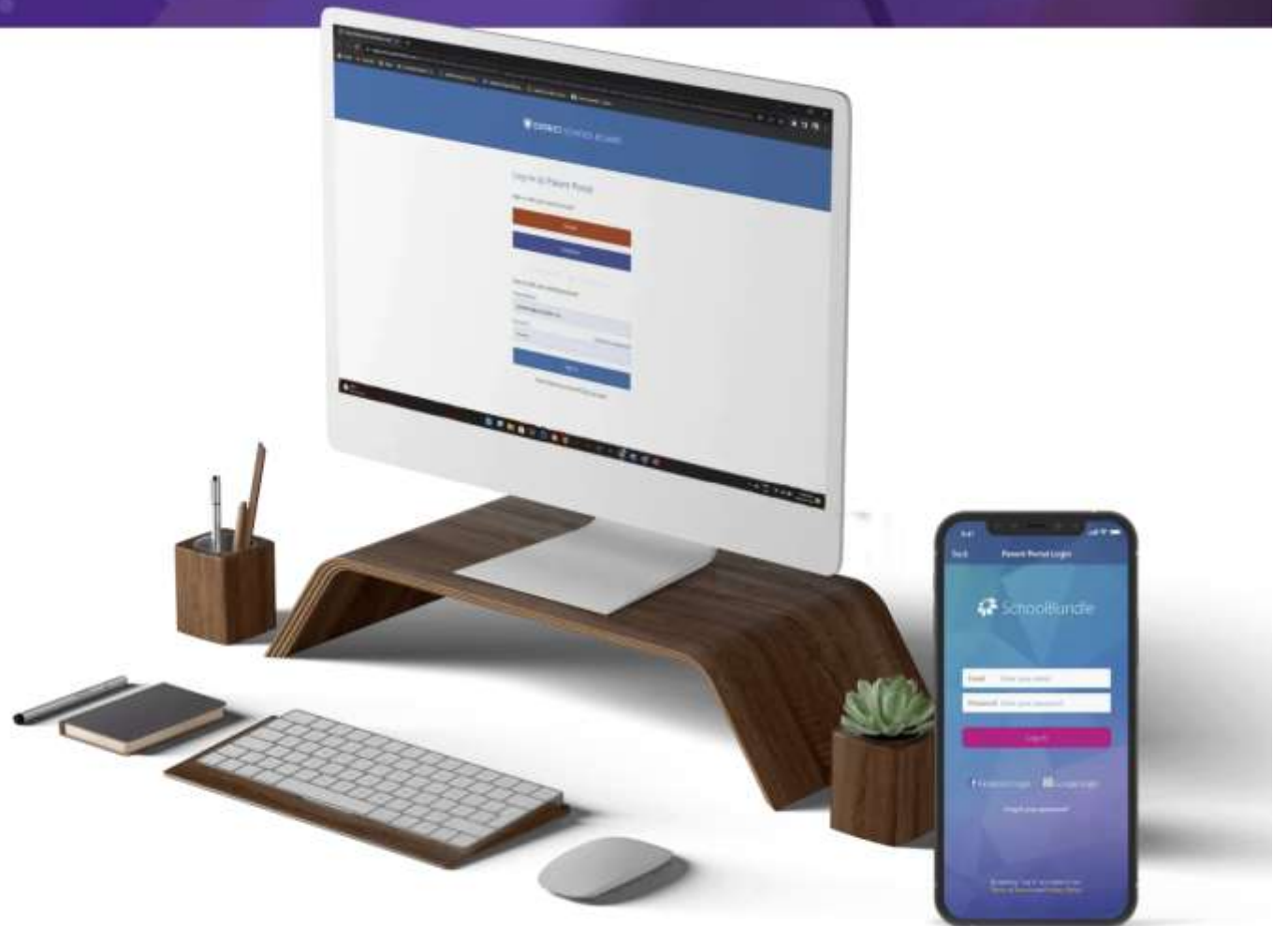# Communications future plans

Next steps in driving staff and family communication efficiency and quality.

Parent Portal

Implement a parent portal that integrates multiple parent tools (i.e., ASPEN, sign-up and registration forms, absence reporting) into one, place, with one login.

Staff Portal

Implement a staff portal the integrates multiple staff tools & serves as a single hub of vetted information.

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Other Highlights

SHS Floors Summer 2023	**Wampatuck Floors** Summer 2023	**Wampatuck Parking Lot** Summer 2023	**SHS HVAC Controllers Phase 1 of 3**
Jenkins Playground TBD	**Jenkins & SHS Roofs** Summer 2023	**SHS Locker Room Phase II** Summer 2023	**5.8 New staff members to support student learning**
Increase in curriculum budget by 113%	**Additional School Resource Officer**	**School safety response training for all staff and students**	**Trained all administrative assistants & administrators in bomb threat protocols**
Transportation to Independence Academy	**Development of a comprehensive budget book for town meeting**	**Committed to Small Class Sizes at the Elementary Level**	**Increased cybersecurity with two-factor authentication and PD scheduled for FY24**

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THANK YOU – QUESTIONS?

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