

UXBRIDGE SCHOOL COMMITTEE MINUTES

September 6th, 2016

UXBRIDGE HIGH SCHOOL LIBRARY

Received by
Uxbridge
Town Clerk

School Committee Members in Attendance:

	Present	Absent
Debbie Stark, Chair	X	
John Morawski, Vice Chair		X
D. Brett Pomeroy, Secretary	X	
Charlene Miller, Member	X	
Jen Modica, Member	X	
Laura McGee, Member	X	
Matt Keane, Member	X	

1. Called to Order - at 7pm - Debbie Stark

2. Re-Organization of Committee - Debbie welcomed new members Matt Keane, Laura McGee.

-Charlene Miller nominated Debbie Stark for Chair of School Committee, Jenn Modica seconded it. All in favor 6-0.

-Debbie Stark nominated John Morawski as Vice-Chair of School Committee, Jenn Modica seconded it. All in favor 6-0.

-Debbie Stark nominated Brett Pomeroy to continue as Secretary of School Committee - Jenn Modica seconded it. - all in favor 6-0.

-Laura McGee was assigned to the budget sub-committee.

-Matt Keane was assigned to Policy sub-committee.

All voted in favor 6-0.

3 Executive Session - Debbie Stark made a motion to discuss - Unit Contract Negotiations - Approval of Executive session minutes 12/15/15, 3/1/16, 3/15/16, 4/26/16, 5/3/16, 5/17/16, 06/21.

Brett Pomeroy seconded the motion - by role call vote: Charlene Miller - Aye, Jennifer Modica - Aye, Brett Pomeroy - Aye, Laura McGee, - Aye, Mathew Keane - A ye, Debbie Stark - Aye.

Entered Executive Session at 7:05pm - Adjourned at 7:19pm.

4 Student Updates - James Stark gave a nice update about charitable activities that took place over the Summer - (care packages).

5 Public Comment - None

6 Special Recognition - Honor Retiring Educator - Mr. Carney, Mr. Rubin, and Mr. DiMeglio, all honored Mr. Wayne Tanson for 14 years of service at the high school.

7 Introduction of New UPS Educators - Principals from Taft, McCloskey, and the UHS all introduced their new staff for the 2016/2017 year. Mr. Carney also introduced Stephanie Geddes, Pupil Services Director.

8 Business Manager's Reports - Brian Hyde took us through the finance reports YTD as of 8/31/16.

-Mr. Patrick Mistler spoke about his need to hire a 1.0 technology support person. We discussed .5 vs 1.0 position. Mr. Carney and Brian Hyde said they would wait a week or two to get more clarity on the available budget.

Entry Plan Process and Goals

FY17 Budget Update (Budget Actual, Revolving Accounts, Grants, and Transfers) Budget Planning for FY18

9 SC Approval of Playground Sandbox in Accordance with Policy KCD (A) - Sandbox will be located on the pre-school playground. Debbie made a motion to accept the donation and approve the building of the sandbox, Laura McGee seconded it, voted 6-0 all in favor.

10 Superintendent's Report

Opening of the 2016-2017 School Year - Things are going very well so far Kevin reported.

SY16-17 District and School Improvement Plans (A) - Debbie made a motion to accept the goals as written - Jenn seconded it, voted 6-0 all in favor.

SY16-17 Superintendent's Goals (A) - Debbie made a motion to accept these goals as written, Jenn seconded it - voted 6-0 all in favor.

11 Old/New Business - UHS was approved to be a model school for others that may want to build a similar sized school.

-Test Re-take Procedure at the UHS - we will get an update at the second SC meeting in October.

-Audit of the School Dept. We will look to add it to the agenda for October -

12 Regular Meeting Minutes (A)

1/19/16, 8/2/16, - Jenn made a motion to accept the minutes, Debbie seconded it - voted 4 in favor, 2 abstained (as weren't part of the committee at that time). (minutes for 8/29 were not yet available).

13 Executive Session Minutes: Vote to Release (A)

11/17/15, 12/15/15, 1/5/16, 1/19/16, 2/23/16, 3/1/16, 3/15/16, 4/26/16, 5/3/16, 5/17/16 6/7/16, 6/21/16, - Deb made a motion to release the minutes, Jenn seconded it, voted 6-0 all in favor.

14 Next School Committee Meeting - October 4, 2016

15 Adjournment - Deb made a motion to adjourn, Jenn seconded it - all in favor 6-0 - adjourned at 9:50pm

Respectfully Submitted,

D. Brett Pomeroy


Uxbridge School Committee Secretary

School Committee Members:

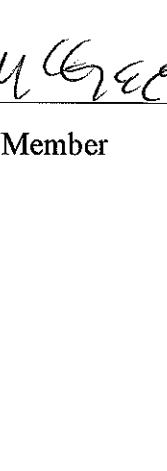


Debbie Stark, Chair


John Morawski, Vice Chair



D. Brett Pomeroy, Secretary




Jen Modica, Member



Charlene Miller, Member



Matt Keane, Member



Laura McGee, Member

To: Uxbridge School Committee
From: Brian A. Hyde, Interim Business Manager
Date: September 6, 2016
Re: Entry Plan

Dear School Committee,

The purpose of this communication is to update you on my Entry Plan progress in developing a comprehensive picture of the Uxbridge Public Schools, including the students, staff and community stakeholders that will help me to better understand the school system and will lead to the creation of a report and recommendations to Superintendent Carney. My plan consists of interviews with various individuals and groups, as well as a review of plans and documents, in an effort to develop a true sense of the system and provide a basis for future goals, objectives and activities.

We have scheduled 35 *August/early September* stakeholder meetings (P.2) and gathered *documents* for review (P.2). The plan is to present a report of my findings to the Superintendent and the community in October, 2016. These findings will also include my recommendations for future actions.

General Goals

- To get to know the school district and its people as fully as possible in a brief period of time, outside the daily context of crisis and problem solving;
- To examine key issues in the school system's past, in order to make sense of how such issues are handled and to identify the norms which affect how the organization may function in the future;
- To identify the tasks which need to be done and to rank them in order of priority; and
- To establish how these tasks should be accomplished.

Specific Objectives

- To determine what the keys issues are at the building level.
- To determine what the key issues are for other stakeholders.
- To determine the issues on which the Superintendent and School Committee believes we should concentrate in the next year and then to ask the Superintendent to rank these in priority order.
- To determine the issues which District and School leadership face in their work next year.

Should you have any questions or ideas, please do not hesitate to contact me.

In the steadfast pursuit of excellence, I remain sincerely yours,
bhyde

Interviews

The following individuals would be interviewed as part of this entry plan:

August 2016 -

- *School Committee Members* (7 individual interviews) – Debbie Stark, Charlene Miller, Jennifer Modica, John Morawski, D. Brett Pomeroy, Matthew Keane, Laura McGee
- *Central Office* (7 individual interviews) – Superintendent Carney; Rich Drolet, Curriculum; Barbara Emerick Supt. Admin. Asst.; Ann DeYoung, Finance; Leigh Fisher, Payroll; Judi Lanoue, Payables, Tracey DeFlaminio Special Education Admin. Asst.
- *Principals* (4 individual interviews) – Mike Rubin, Uxbridge High School; Leanne DeMarco, McCloskey Middle School; Lori Fafard, Whitin School; Marla Sirois, Taft School
- *Directors* (6 individual interviews) Stephanie Geddes, Director of Special Education; Mike Belanger, Plant Manager; Stephanie Barstow, Food Service; Marc Calarese, Athletics; Betty Brodeur, Child Care; Patrick Mistler, Technology
- *Town Administration* (6 individual interviews) – David Genreux, Town Manager; Justin Cole, Accountant; Nick Federico, Treasurer; Jeff Lourie, Chief of Police; William Kessler, Fire Chief; and Benn Sherman, Department of Public Works
- *Uxbridge Teachers' Association President* (1 individual interview) Pamela Yukna

Early September 2016

- *Town Selectmen* (1 group interview) Per Superintendent
- *School Budget Subcommittee* (1 group interview) - ???
- *Town Finance Committee* (1 group interview) – Peter DeMers, Mark Andrews, Ken Tavares, Derek Normandin, Richard Napolillo, Evelyn Marchard, Michael Wilson
- Building Clerical Staff* (1 group interview)
- Other?*

Document Review

The following documents will be part of the materials review:

- Collective Bargaining Agreements
- Budget Documents (FY16 & FY17)
- Recent Financial Audits
- Transportation Contract
- Cleaning Service Contract
- Policy Manual
- Administrator/Director Job Descriptions and Contracts
- Building Use Policy/Fee Structure
- School Improvement Plans
- Town Financial Plan
- Capital Improvement Plan and Policies
- Town-School Partnership Agreement
- Others?

UXBRIDGE PUBLIC SCHOOLS

As of 8/31/2016	FY2017		FY2017		FY2017		FY2017		FY2017	
	Original Budget	Transfers	Revised Budget	YTD Expenditures	Encumbrances	Balance	Original Budget	Transfers	Revised Budget	YTD Expenditures
Summary Salaries										
District Administration Salaries	\$ 662,629.83	\$ -	\$ 662,629.83	\$ 92,078.45	\$ -	\$ 570,551.38				
Taft ELC Salaries	\$ 2,259,722.77	\$ -	\$ 2,259,722.77	\$ 21,737.94	\$ -	\$ 2,237,984.83				
Whitin Elementary Salaries	\$ 2,233,563.36	\$ -	\$ 2,233,563.36	\$ 33,388.78	\$ -	\$ 2,200,174.58				
McCloskey Middle School Salaries	\$ 2,507,076.03	\$ -	\$ 2,507,076.03	\$ 34,583.43	\$ -	\$ 2,472,492.60				
High School Salaries	\$ 2,994,380.53	\$ -	\$ 2,994,380.53	\$ 41,781.16	\$ -	\$ 2,952,599.37				
Curriculum Salaries	\$ 162,130.00	\$ -	\$ 162,130.00	\$ 21,192.60	\$ -	\$ 140,937.40				
Technology Salaries	\$ 142,182.10	\$ -	\$ 142,182.10	\$ 25,737.17	\$ -	\$ 116,444.93				
Special Education Salaries	\$ 4,052,018.19	\$ -	\$ 4,052,018.19	\$ 91,883.66	\$ -	\$ 3,960,134.53				
Athletic Salaries	\$ 154,328.00	\$ -	\$ 154,328.00	\$ -	\$ -	\$ 154,328.00				
Total Salaries	\$ 15,168,030.81	\$ -	\$ 15,168,030.81	\$ 362,383.19	\$ -	\$ 14,805,647.62				
As of 8/31/2016										
Summary Expenses										
School Committee	\$ 32,851.00	\$ -	\$ 32,851.00	\$ 5,388.00	\$ 101.47	\$ 27,361.53				
Central Office	\$ 78,500.00	\$ -	\$ 78,500.00	\$ 13,054.23	\$ 23,738.48	\$ 41,707.29				
District Wide Administration Expenses	\$ 495,825.00	\$ -	\$ 495,825.00	\$ 164,545.04	\$ 140,409.32	\$ 190,870.64				
Taft ELC Expenses	\$ 211,631.00	\$ -	\$ 211,631.00	\$ 14,320.55	\$ 150,266.74	\$ 47,043.70				
Whitin Elementary School Expenses	\$ 194,970.00	\$ -	\$ 194,970.00	\$ 8,272.56	\$ 141,452.41	\$ 45,245.03				
McCloskey Middle School Expenses	\$ 266,250.00	\$ -	\$ 266,250.00	\$ 11,865.90	\$ 202,122.35	\$ 52,261.75				
High School Expenses	\$ 352,231.00	\$ -	\$ 352,231.00	\$ 28,395.72	\$ 269,568.55	\$ 54,266.73				
Curriculum and Instruction	\$ 30,290.00	\$ -	\$ 30,290.00	\$ 11,901.00	\$ 6,439.00	\$ 11,950.00				
Technology Expenses	\$ 258,714.00	\$ -	\$ 258,714.00	\$ 121,271.02	\$ 71,793.58	\$ 65,649.40				
Special Education Expenses	\$ 354,961.00	\$ -	\$ 354,961.00	\$ 986.59	\$ 46,107.39	\$ 307,867.02				
Out of District Tuitions	\$ 1,903,766.00	\$ -	\$ 1,903,766.00	\$ 85,074.61	\$ 69,545.72	\$ 1,749,145.67				
Transportation Expenses	\$ 1,231,665.00	\$ -	\$ 1,231,665.00	\$ 22,222.53	\$ 20,751.20	\$ 1,188,691.27				
Athletic Expenses	\$ 34,764.00	\$ -	\$ 34,764.00	\$ 8,091.68	\$ 8,033.00	\$ 18,639.32				
Health	\$ 5,505.00	\$ -	\$ 5,505.00	\$ 1,997.89	\$ 1,669.18	\$ 1,837.93				
Total Expenses	\$ 5,451,923.00	\$ -	\$ 5,451,923.00	\$ 497,387.32	\$ 1,151,998.39	\$ 3,802,537.28				
TOTAL	\$ 20,619,953.81	\$ -	\$ 20,619,953.81	\$ 859,770.51	\$ 1,151,998.39	\$ 18,608,184.90				

UXBRIDGE PUBLIC SCHOOLS

Revolving Account Balances	Code	FY16		FY17		(+/-)	Comments
		06/30/16	8/31/2016	8/31/2016			
School Committee Building Use Fees		\$ -	\$ 1,020.00	\$ 1,020.00	\$ 1,020.00		Revenue Received
McCloskey Donations	254	\$ 8,272.33	\$ 8,300.33	\$ 8,300.33	\$ 28.00		Receipts Received
School Choice	219	\$ 787,831.64	\$ 698,688.64	\$ (89,143.00)	\$ (89,143.00)		Revenue Received/Payments
ERATE	265	\$ 167,585.58	\$ 174,015.58	\$ 6,430.00	\$ 6,430.00		Receipts Received
Daycare Tuitions	230	\$ 147,179.60	\$ 153,140.77	\$ 5,961.17	\$ 5,961.17		Receipts Received
Preschool Tuitions	230	\$ 56,652.65	\$ 63,151.65	\$ 6,499.00	\$ 6,499.00		Receipts Received
HS Summer School Tuitions		\$ -	\$ 4,517.62	\$ 4,517.62	\$ 4,517.62		Receipts Received
HS Summer Basketball Camp	218	\$ 1,426.50	\$ 5,551.50	\$ 4,125.00	\$ 4,125.00		Receipts Received
HS Football Camp	218	\$ 1,091.11	\$ 2,691.11	\$ 1,600.00	\$ 1,600.00		Receipts Received
HS Field Hockey Camp	218	\$ 490.34	\$ 4,765.34	\$ 4,275.00	\$ 4,275.00		Receipts Received
Community Schools Tuition	205	\$ 3,356.36	\$ 6,511.36	\$ 3,155.00	\$ 3,155.00		Receipts Received
Continuing Education	201	\$ 1,955.00	\$ 1,955.00	\$ -	\$ -		No Change
International Exchange	205	\$ 52,250.00	\$ 52,250.00	\$ -	\$ -		No Change
Lost Book	211	\$ 13,592.77	\$ 13,592.77	\$ -	\$ -		No Change
Industrial Arts	212	\$ 2,004.78	\$ 2,004.78	\$ -	\$ -		No Change
Athletic Revolving	218	\$ 23,599.85	\$ 23,599.85	\$ -	\$ -		No Change
Kindergarten	230	\$ 849.00	\$ 849.00	\$ -	\$ -		No Change
DW Donations	254	\$ 9,337.37	\$ 9,337.37	\$ -	\$ -		No Change
School Playground	254	\$ 23,246.65	\$ 23,246.65	\$ -	\$ -		No Change
ELC Donations	254	\$ 4,333.27	\$ 4,333.27	\$ -	\$ -		No Change
HS Donations	254	\$ 12,751.24	\$ 12,751.24	\$ -	\$ -		No Change
Whitin Donations	254	\$ 17,680.80	\$ 17,680.80	\$ -	\$ -		No Change
Total		\$ 1,335,486.84	\$ 1,283,954.63	\$ (51,532.21)	\$ (51,532.21)		

UXBRIDGE PUBLIC SCHOOLS

Grant	DESE #	VADAR #	End Date	Amount Awarded	Total Revenue Received	Total Expenditures
Title I	305	20173035	Fed 8/31	\$185,877		
Title IIA	140	20170140	Fed 8/31	\$48,271		\$769
SPED Federal 94-142 Entitlement Project Adjust	240		Fed 8/31	submitted		
SPED Program Improvement	274		Fed 8/31	not out yet		
Total DESE Federal Grants				\$234,148	\$0	\$769
Academic Support	632		State 6/30	not out yet		
Total DESE State Grants						
Total DESE Grants				\$234,148	\$0	\$769
SPED Early Childhood Special Ed Allocation	262 ECC		Fed 8/31	\$17,810		
	Athletic Revolving					
Total				\$17,810	\$0	\$0
Total Grants				\$251,958	\$0	\$769
Circuit Breaker Reimbursement FY16				\$ 614,233.11		
Medicaid Reimbursements Received by Town						

FY21	FY22	FY23	FY24	FY25	FY26
\$150,000.00	\$150,000.00		\$150,000.00		
			50 MacBook Pro (or similar)	50 MacBook Pro (or similar)	50 MacBook Pro (or similar)
			50 MacBook Pro (or similar)		
			50 MacBook Pro (or similar)		
			140 iPad (or similar) 140 iPad (or similar) 140 iPad (or similar) 140 iPad (or similar)		
			300 iPads (or similar) 10 Carts	225 iPads (or similar), 9 carts, 9 Projectors mounted to cart	237 iPads (or similar), 9 carts, 9 projectors mounted to carts
			237 iPads (or similar), 9 carts, 9 projectors mounted to carts		
			20 HP Elite work stations		
			30 HP Elite Work stations		
			30 HP Elite Work Stations	30 HP Elite Work Stations	30 Thin Client (or similar)
			30 Thin Client (or similar)		
			50 MacBook Pro (or similar)		
			50 MacBook Pro (or similar)		
Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance
Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance	Annual replacement & Maintenance
400 Mbps Annual subscriptions and fees	400 Mbps Annual subscriptions and fees	400 Mbps Annual subscriptions and fees	400 Mbps Annual subscriptions and fees	400 Mbps Annual subscriptions and fees	400 Mbps Annual subscriptions and fees
\$517,400.00 6.0 FTE	\$497,400.00 6.0 FTE	\$350,400.00 6.0 FTE	\$710,400.00 6.0 FTE	\$367,400.00 6.0 FTE	\$347,400.00 6.0 FTE

Taft	Category	1 year old	2 years old	3 years old	4 years old	5/5+ years old
	Computer		5			67
	Projectors					6
	Document Cam					
	Access Points		5			
	Switches					9
	Server				1	
	iPads					44
Whitin	Category	1 year old	2 years old	3 years old	4 years old	5/5+ years old
	Computer		28	4		100
	Projectors			4		6
	Document Cam		2			
	Access Points		44			
	Switches		7			
	Server			1		
McCloskey	Category	1 year old	2 years old	3 years old	4 years old	5/5+ years old
	Computer			27		106
	Projectors			8		8
	Document Cam		4			
	Access Points			40		
	Switches			7		
	Server			1		
	iPads			50		12

High School	Category	1 year old	2 years old	3 years old	4 years old	5/5+ years old
	Computer		23			104
	Projectors				40	
	Document Cam				46	
	Access Points				8	
	Switches				170	
	iPads	160		150	160	
	Server				2	
	Classroom Audio				39	
Central Office	Category	1 year old	2 years old	3 years old	4 years old	5/5+ years old
	Computer		3			7
	Projectors					1
	Access Points				1	
	Switches			1		
	Server					1
Mendon St	Category	1 year old	2 years old	3 years old	4 years old	5/5+ years old
	Computer					5
	Access Points					1
Total Device Replacement amount =				475		
Devices provided by a grant =				44		
Devices provided by operating budget =				431		
Over the summer we have replaced			120 Desktops			bringing this number down to 311
Other notes :	Support tickets from 7/1/2015 to 7/1/2016 = 1025					
	5 Buildings Taft, McCloskey, Whitin, HS, Central, Mendon St					
	Over 500+ iPads in the higschool that are not being ticketed.					
	Roughly 26 students a day stop into the tech room for help with passwords, support using equipment, iStudent help					

Draft Budget Calendar – FY18

Budget Subcommittee reviews state aid estimates, user fees, and contract negotiation process	Aug. – Oct.
School Committee directs administration regarding budget development	September 15
Budget priorities establish by the School Committee	October 4
Budget preparation information sent to administrators	October 7
Enrollment data provided to the School Committee and Town	November
School Councils meet with School Committee to present FY18 program priorities	December 6
Administrators develop budget	Nov. – Jan.
Fee schedule for FY18 approved by the School Committee	January 3
Revenue estimates received by the state	January 30
School Committee Final Budget Vote	February 21
School Committee Recommended Budget to Town Manager	February 22
Budget document distributed to Finance Committee	February 27
Budget document posted on school district website	February 28
Annual Spring Town Meeting	May 9

UXBRIDGE PUBLIC SCHOOLS
DISTRICT IMPROVEMENT GOALS
2016-17

Goal 1: Improving Literacy in the areas of close reading and writing to text.

All educators K-12 will utilize instructional strategies in close reading and writing to text, with the intention of decreasing the proficiency gap by 5% and increasing the number of students scoring in proficient or advanced ranges.

Key Actions:

1. Professional development opportunities, faculty meeting, and common planning times will be dedicated to teacher training, curriculum and instructional alignment and calibration, and the analysis of student work with respect to key literacy standards, in all disciplines.
2. Adjustments and additions to existing curriculum maps will be made based on teacher feedback.
3. Writing strategies (i.e. POW, MEEET, quick write, close reading etc.) and writing to exhibit mastery of content, process, and critical thinking skills will be incorporated into each content area.

Key Benchmarks/Outcomes:

1. Effective literacy teaching strategies are observable in all classrooms throughout the district on a consistent basis.
2. Curriculum maps will be consistently written with Stage 1 information under review, in consultation with administration and teacher leaders.
3. Common rubrics assessing student writing, and protocols for analyzing student work, will be implemented for all teacher teams.

Goal 2: Improving Mathematics Proficiency

All mathematics curricula will be aligned with fidelity to the Mathematics in Focus resource, enabling more students to be Algebra I-ready by Grade 8 and decreasing all mathematics proficiency gaps.

Key Actions:

1. The instructional leadership team will compile a mathematics curriculum pacing guide for grades K-6.
2. Professional development opportunities, faculty meeting, and common planning times will be dedicated to teacher training, curriculum and instructional alignment and calibration, and the analysis of student work with respect to key mathematics standards.

Key Benchmarks/Outcomes:

1. 100% of observations of K-6 mathematics classrooms will be aligned with fidelity to the Math in Focus curriculum guide.
2. By 2017-18, the number of students taking Algebra I in grade 8 will increase to $\frac{2}{3}$ of the grade 8 cohort. By 2018-19, the number of students taking Algebra I in grade 8 will increase to 83%.
3. By June 2018, all Uxbridge mathematics curriculum pacing guides for grade K-8 will be aligned and implemented with fidelity.
4. Training for MCAS data analysis is completed with teacher development of action plans to address target areas.
5. External/internal common assessments (other than MCAS) quarterly reviews by teachers to measure student growth against the state standards are a common practice. Educators will utilize the "Looking at Student Work" (LASW) protocol.

Goal 3: Reading Students for Post-Secondary Education & Careers

The Uxbridge Public Schools will prepare students for grade and school level transitions, empower students to make appropriate academic and post-secondary choices, and expose students to connections between our citizens, our schools, possible post-secondary opportunities, and the world of work.

Key Actions:

1. A comprehensive counseling model for grades 6-12 will be implemented with a classroom focus, targeting post-secondary planning, career skills and learning styles inventories, and social-emotional learning.
2. Student individualized learning plans will be piloted in grades 7-12.
3. Career-based learning opportunities will continue in all grades.

Key Benchmarks/Outcomes:

1. All UHS students will have accessed Naviance and been instructed as part of a comprehensive guidance curriculum.
2. Individual learning plans will be developed with a pilot group of students at UHS and McCloskey Middle School; these plans will be shared with parents, students, and certain staff members to solicit feedback for improvement.
3. Dual Enrollment and Articulation agreements will allow students to pursue post-secondary credit for work completed as students of Uxbridge High School.
4. Reading, writing, and communication skills will be augmented for students at the Whitin School by providing practical and relevant learning experiences through the community's involvement in Career Dress Up Day, Grade 4 Veterans' Day, Friendship Week, Go Green Week, and WEE Delivery.
5. Through a focus of Personal Readiness, Academic Readiness, and Financial Readiness within the instructional pillars of CCR, Taft ELC students will strengthen their abilities to read, write, and think critically. In preparing for financial readiness, we will seek community support to bring awareness to the topics of spending and saving.

Goal 4: Strengthening Professional Culture

The Uxbridge Public Schools will support a vision for a shared partnership amongst all stakeholders that extends and improves communication, understanding, engagement, and collaboration in all areas of our school community.

Key Actions:

1. The Uxbridge Public Schools will maintain a Culture Committee comprised of administrators and staff to strengthen a learning and working environment that promotes student learning, communication, collaboration in decision-making, safety, fairness, and a stronger understanding of district policies and procedures, and most importantly, student learning needs.
2. Two-way communication opportunities to discuss key issues will be made available at School Councils throughout the year. District level administration will join designated meetings to participate in these discussions.
3. All schools will implement common planning and/or Professional Learning Community time for staff members to amplify practices that work, focus on student learning, align professional practice, and increase collegiality.

Key Benchmarks/Outcomes:

1. The Culture Committee will be able to identify root causes of culture and morale issues and establish an improvement plan that will be shared among administration, staff, and students.
2. At least 90% of staff will express satisfaction with the Common Planning model, as measured by staff survey.
3. At least 90% of parents will express satisfaction with school and district outreach methods.

Superintendent Goals: 2016-2017

Goal 1 (District Improvement): Design a three-year (2017 – 2020) District Improvement and Strategic Plan. I will work with the administration team, staff leaders, community leaders, and families to establish a three-year plan to improve/enhance academic, co-curricular and extra curricular programming, professional development and training, and community ownership of the Uxbridge Public Schools. This Strategic Plan will include a facility study of the district's building needs, including technology infrastructure.

Key Actions:

1. By October 1, I work with the School Committee to identify and establish a study group to determine the school building configuration needs of UPS. A meeting schedule will be determined by October 1.
2. By November 15, the Professional Development Committee will draft a three-year Professional Development Plan that addresses the instructional training needs for our educators.
3. By December 1, feedback will be gathered from staff, students, and parents about co-curricular and extra curricular offerings and opportunities.
4. By January 15, I will work with School Councils and School Committee Liaisons to present academic improvement needs for the School Committee.
5. By April 2017 and based on the school building study recommendations, a technology infrastructure plan will be communicated to the public.

Key Benchmarks:

1. The School Building Configuration Study Group will make a recommendation to school and town boards regarding the facility needs of the district. Together, appointed and elected officials gain the support of the community for the facilities plan by June 2017.
2. The School Committee accepts the three-year Strategic Plan that targets program needs, professional development needs, facility needs, and technology needs.

Goal 2 (Student Learning): Improving student literacy and learning skills in all content areas I will continue to work with the Curriculum Director and Principals to oversee a formal literacy plan for teachers to best help students grow as readers and writers, measured by ongoing portfolio review, STAR Testing, and MCAS Open Response scores.

Key Actions:

1. A formal, rubric-assessed written paragraph will be expected of all students in Grades 6-12 in all content areas on a weekly basis. In Grades 3-5, a formal, rubric-assessed paragraph will be expected of all students in Mathematics and

- ELA. ELC students will write one narrative piece each week.
2. On a weekly basis, instructional leaders will collect student writing samples and review with departments/grade level teams for prompt and rubric on a monthly basis.
 3. At one administration meeting each month, the leadership team will commit 45 minutes to review student work and provide constructive feedback for improvement needs.

Key Benchmarks:

1. Educators will strengthen assessment skills to gauge students' progress on reading and writing tasks.
2. Educators will strengthen critical thinking questions and activities through writing prompt expectations.
3. The district average on MCAS Open Response questions in ELA and Mathematics will be 2.5 or higher.

Goal 3 (District Improvement): Establish a College and Career Readiness (CCR)

Program Plan As part of the Strategic Plan, I will articulate a program to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school. By June 2017, students who enroll in post secondary education will reach 95% or better.

Key Actions:

1. By June 2017, I will work with central office and school leaders to revise a CCR implementation plan that will include classroom instructional units in the areas of personal readiness, academic readiness, career readiness, admissions readiness, and financial readiness for all grade levels.
2. College and Financial Planning presentations will be provided to families in grades 6-12 in the fall of 2016.
3. Partnerships with area colleges will be pursued to establish/maintain a dual enrollment program.
4. Each quarter in SY2016-2017, educators will address a CCR pillar to integrate learning skills in the content areas.

Key Benchmarks:

1. School and life planning become part of the instructional fabric for students in all grade levels.
2. "Transition teams" are formed to include students, educators, and parents to assist families in adjusting to changes in school environments and/or expectations.
3. Dual enrollment opportunities are expanded for students to pursue post secondary credits while still enrolled at UHS.

Goal 4 (Professional Practice): Improve School/District Culture and Community Support for UPS

I will improve the perceptions of school/district culture and community support for our schools by actively engaging our staff, administration, and stakeholders by offering two-way communication opportunities in an effort to better understand working conditions and professional expectations and requirements. The Culture Committee will present an improvement plan for the district by June 2017.

Key Actions:

1. An internal Culture Committee will be continued to strengthen a learning and working environment that promotes student learning, communication, collaboration in decision-making, safety, fairness, and a stronger understanding of district policies and procedures.
2. I will have open agenda, voluntary meetings with staff at each building on a rotating basis throughout the 2016-2017 school year.
3. "Listening Tours" (two-way communication opportunities) for citizens to speak with school officials will include meeting visits with parent affiliation groups and neighborhood/community visits between October 2016 – June 2017.
4. Building UTA representatives will meet with building principals bi-monthly to address labor/management issues.
5. The Culture Committee will present a mid year report to the School Committee in January 2017 to outline improvement efforts; a final report with next steps will be presented in June 2017.

Key Benchmarks:

1. Collaborative and distributed leadership among staff and administration is formulated for SY2017-18 and beyond.
2. The Culture Committee will be able to identify root causes of culture and morale issues and establish an improvement plan that will be shared among administration, staff, and students.

IMPACT ON STUDENT LEARNING

HARD/HIGH IMPACT	EASY/HIGH IMPACT
<ul style="list-style-type: none"> • WRITING NEW SCIENCE CURR. K-5 (COST over \$50,000) • CURRICULUM ARTICULATION (horizontal/vertical) (No estimated additional cost overall) • Expand <i>MATH IN FOCUS</i> in Grades 6-8 and strengthen training in <i>MATH IN FOCUS</i> K-8 (\$32,000 over next 3 years) • Technology Integration Specialists and school/home supports (Cost over \$210,000) <p>HARD/LOW IMPACT</p> <ul style="list-style-type: none"> • IMPROVE TAFT TECHNOLOGY INFRASTRUCTURE - (\$150,000) • REPLACE OLD TECHNOLOGY EQUIPMENT DISTRICT-WIDE (\$300,000) • EXPAND BANDWIDTH (\$48,400) • REPLACE PHONE SYSTEM DISTRICT-WIDE (\$49,000) • INCREASE HVAC STAFF (\$60,000) • CAFETERIA EQUIPMENT REPLACEMENT (Cost over the next 3 years????) • ROOF REPLACEMENT - WHITIN/MMS (\$7 million) • BOILER REPLACEMENT - TAFT/MMS (\$160,000) <p>The category for this list could be debated regarding the impact on student learning. We need to discuss the focus of instructional staff with these efforts.</p>	<ul style="list-style-type: none"> • MATH FLEXIBLE GROUPING - GRADES 4 & 6 (No additional cost) • Instructional skill development/training in literacy for all teachers district-wide (No additional cost; see attached) <p>NO ESTIMATED ADDITIONAL COST OVERALL</p> <p>EASY/LOW IMPACT</p>

EASE OF IMPLEMENTATION

“Close Reading” is when you:

1. Read once for meaning
2. Read again for craft and structure
3. Read again to make connections or bring global significance to the piece

Close readers work like detectives to focus on the author’s purpose, how the text flows, what the words mean, what the structure of the texts tells them, reads and rereads, and then uses text evidence to support their thinking.

What is “SRSD” or Self-Regulated Strategy Development?

- Self-regulated strategy development is a way for teachers to instruct students to decompose a complex skill (breaking down or analyzing texts) to make the task appear simpler than it really is by stripping away its natural complexity.
- SRSD is not just used for reading and writing. A “Self-Regulated Strategy Development” can be used to learn how to drive stick-shift, hit a golf shot, learn how to ride a bike, etc. Learning how to write using the “MEEET” acronym (Make a Claim, Evidence, Evidence, Evidence, Therefore...), for example, is like riding a bike with training wheels. Something is in place to guide the student towards mastering decomposing/decontextualizing the text before he/she has acquired all of the skills that would truly allow for him/her to do this on his/her own. MEEET is an example of a self-regulated strategy development adopted Grades 3-8 at Whitin and McCloskey during the 2015-16 school year to help students practice close reading and then writing to informational text.
- MEEET will begin to be incorporated at Taft and UHS this year.
- We also used the “POW” (Prepare for Writing, Organize my Ideas, Write) acronym at Whitin last year and we will start to incorporate this at Taft and McCloskey this year.

Graphic Organizer

PROMPT: _____

Make A CLAIM		THESIS STATEMENT	
E vidence		The text tells me that...(either quote directly or paraphrase)	Which means that...
E vidence		The text tells me that...(either quote directly or paraphrase)	Which means that...
E vidence		The text tells me that...(either quote directly or paraphrase)	Which means that...
T HEREFORE		This should extend your thesis as it ties together (or concludes) all you have written	

**Taft Early Learning Center
Improvement Plan
2016-17**



Taft Early Learning Center Mission Statement

Our mission is to build a strong foundation for lifelong learning by nurturing, guiding, and challenging all students to achieve their maximum potential. We believe that children are our highest priority and promote a collaborative partnership among students, staff, parents, and community.

Uxbridge Public Schools Vision Statement

The Uxbridge Public Schools will provide a learning environment that is intellectually and creatively stimulating for students to enhance critical thinking skills, collaborative problem solving skills, and leadership skills that will prepare students to meet the challenges of their adult lives.

Theory of Action

IF we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities and that are practical, relevant, and thought provoking for our students, *THEN* we will increase student engagement and ownership of learning, improve student achievement, and thereby enhance a sense of Uxbridge Pride that will inspire our community to be involved and invested in our local public schools.

Taft Early Learning Center School Council Members 2015-16

Ms. Marla Sirois – Principal
Mrs. LeAnne DeMarco – Parent
Mrs. Erika Devlin – Paraprofessional
Mrs. Holly Earl – Lead Teacher
Mrs. Michelle Friis – Parent
Mrs. Christine Gallo – Teacher
Mrs. Jane Keegan – School Committee Liaison
Mrs. Elizabeth Riker – Teacher
Mrs. Emily Murray - Community Member

UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
School:		Taft Early Learning Center	
School Year(s):		2016-2018	
Goal Number:		1 of 3	
Goal Title:		Educator Development: Developing interdisciplinary ELA and Science lessons based on newly revised integrated units of study	
Strategic Plan Objective(s):		SMART Goal:	
<p>Educator Development: Developing Curriculum and Improving Instruction Initiatives: Build, Revise and Instruct standards-based lessons that address essential skills in literacy as well as aligning to the new Massachusetts Science and Technology/Engineering Curriculum Frameworks.</p> <p>Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase use of Instructional technology to enhance student learning in intellectually and creatively stimulating environments that will enhance important skills.</p>		<p>By June 2018, all teachers, in collaboration with the Literacy Curriculum and Instruction leader, reading specialists, special educators, and Science and Technology teacher, will build and revise lessons based upon the skills outlined in the Massachusetts State standards for literacy as well as Science and Technology/Engineering standards. Teachers will focus on the use of SRSD strategies including the SRSD MEET template, an integration of higher order thinking skills, technology and clearly defined learning expectations.</p>	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Our Science and Technology/Engineering curriculum is an integral part of our ELA curriculum units. Teachers have been selecting nonfiction texts to introduce concepts. There are also project based common assessments being used in grades K-2.</p>	<p>All instructional staff will be able to use strategies from professional development to implement close reading, narrative/opinion lessons, as well as Science and Technology/Engineering lessons that focus on higher order thinking, technology integration, and clear learning and behavior standards.</p>	<p>Professional resources including close reading text set matching, SRSD MEET template use, and Lucy Calkins writing resources will be utilized for lesson development during common planning. Science and Tech/Engineering lessons will be embedded with literacy skills. Collaboration time for grades PK-5 will be given to insure continued vertical alignment.</p>	<p>Curriculum Director, Curriculum & Instruction leaders, and the Principal will conduct the trainings during weekly common planning meetings and for parts of the August, October, and December Professional Development sessions. Teacher teams and administration will analyze instructional data and student learning data during data release days and Curriculum release and PD sessions.</p>

UXBRIDGE PUBLIC SCHOOLS - TAFT SCHOOL IMPROVEMENT PLAN

School: Taft Early Learning Center

School Year(s): 2016-2017

Goal Number: 2 of 3

Goal Title: Educator Development to Establish a Common Assessment and Data Analysis System

Strategic Plan Objective(s): SMART Goal:

Educator Development Initiative: Develop a common assessment system that allows UPS to track the development of essential skills.

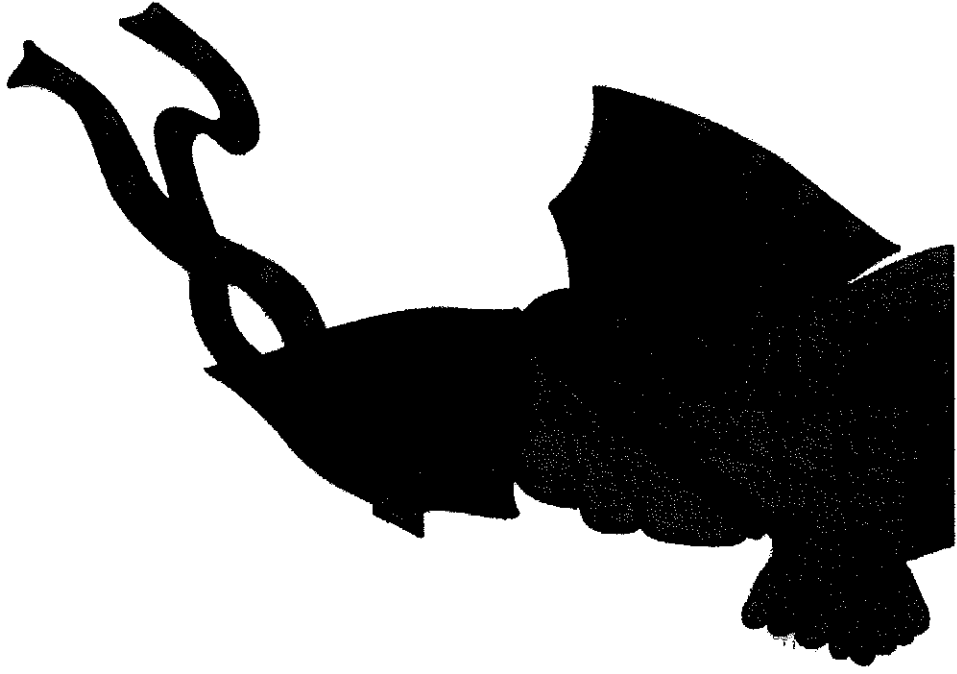
Benchmarks and Key Performance Indicators

Present Status(Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Teachers implemented the MIF focus program in the 2015-2016 school year based on an updated scope and sequence. The STAR assessment was administered to highlight student strengths and instructional needs. Data was analyzed and used to drive instruction.</p>	<p>Grade level teams will be able to implement a protocol with fidelity for examining student work that has teachers identify (1) what students are expected to know and be able to do (2) which students are not meeting grade level standards and require re-teaching, (3) students who are achieving above grade level standards and require extensions, and (4) develop differentiated instruction and assessment plans to meet student needs.</p>	<p>Consistency with the MIF program will improve mathematical concept skill acquisition. Teacher teams will track student growth using STAR data and MIF common assessments. Teachers will use a common organizer (POW) to insure consistency in open response writing in math. The IXL program will be used to enrich instruction and provide a home/school connection. TSG drives instruction in PREK. Between September and June, teachers will be provided with weekly common planning time to develop, review, and analyze curriculum as well as student data. Collaboration for grades PK-5 will be given to insure continued vertical alignment.</p>	<p>Principal, Math Curriculum Coordinator, and teachers will engage in examining curriculum scope and sequence, lesson design, and student work at weekly common planning meetings, during professional development time, and during data release days. Internal teacher leaders and administrators will conduct professional development and coaching. The Principal, Math Coach, C&I Leaders, and teachers will evaluate student growth during weekly common planning meetings, and quarterly data release days.</p>

Strategic Activities and Responsibilities

By June 2017, All students K-2 will have taken common assessments from the MIF Math program. The STAR Math assessment will be administered three times during the year and 80% of students will meet or exceed grade level benchmarks. The data from these assessments will be used to monitor growth of essential skills in mathematics and drive instruction as well as interventions for students.

UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
School:		Taft Early Learning Center	
School Year(s):		2016-2017	
Goal Number:		3 of 3	
Goal Title:		Develop a positive and trusting school culture that strives to meet the learning needs of all students.	
Strategic Plan Objective(s):		SMART Goal:	
Improve Community, Interest, Investment, and Ownership of UPS		By June 2017, based on student learning data and completed curriculum maps, teaching and learning will be a more collaborative process insuring maximized student growth.	
Benchmarks and Key Performance Indicators			
Present Status (Data)		Strategic Activities and Responsibilities	
<p>During the 2015-2016 school year data was collected from a teacher survey regarding school culture and overall impressions of the Taft ELC.</p> <p>Students were involved daily in building school culture through programs that include instruction of collaborative problem solving skills in PBIS and Open Circle. They also participated in character building through our PTO sponsored Fitness Fun Run.</p>		<p>Strategies/Activities</p> <p>Information collected from the 15-16 surveys will be used to highlight areas of concern and progress. Teachers and staff will collaborate to determine ideas for improving overall professional culture.</p> <p>Teachers will participate in common planning time twice a week to develop curriculum and lessons to improve instruction for all students.</p> <p>Team building activities will be organized throughout the year to encourage collaboration amongst all staff members.</p> <p>The Design Crew will continue to work on school projects to improve the aesthetics of the building.</p>	
Improvement Benchmarks		Person(s) Responsible/Task/Timeline	
<p>Increased collegiality and collaboration time pertaining to curriculum development and lesson planning</p> <p>Increase in favorable survey results from staff members related to professional culture and programming</p>		Principal, C&I leaders, Math coach, Curriculum Director	



**WHITTIN
ELEMENTARY
SCHOOL
SCHOOL
IMPROVEMENT
PLAN**

2016-2017

Whitin Elementary School Mission and Vision Statement

Whitin Elementary School Mission Statement

The mission of Whitin Elementary School in partnership with staff, parents, and community members are committed to creating a community of life-long learners. We believe that students learn best in a safe and supportive environment in which individuality and diversity is respected and valued within the school setting.

Uxbridge Public Schools Vision Statement

The Uxbridge Public Schools will provide a learning environment that is intellectually and creatively stimulating for students to enhance critical thinking skills, collaborative problem solving skills, and leadership skills that will prepare students to meet the challenges of their adult lives.

Theory of Action

IF we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities and that are practical, relevant, and thought provoking for our students, *THEN* we will increase student engagement and ownership of learning, improve student achievement, and thereby enhance a sense of Uxbridge Pride that will inspire our community to be involved and invested in our local public schools.

Whitin Elementary School
School Council Members 2015-2016

Lori J. Fafard – Principal

Adjustment Counselor:	Debra Dinoi
Technology Teacher:	Mary Ellen Jansson
Music Teacher:	Gretchen D'Andrea
Grade 4 Teacher:	Joan Remillard
Community Members:	Linda Boise, Melissa Silvestro
Parent:	Kevin Horgan
Parent:	Laura O'Connell
Parent:	Mary McDonald
Parent:	Erika Devlin
Parent:	Heidi Happy

UXBRIDGE PUBLIC SCHOOLS - WHITIN ELEMENTARY SCHOOL IMPROVEMENT PLAN

School: Whitin Elementary School

School Year(s): 2016-2017

Goal Number: 1 of 3

Goal Title: Educator Development and Improving Student Learning by Improving Lesson Design Strategies

Strategic Plan Objective(s): SMART Goal:

Educator Development and Improving Student Learning
 Initiatives: Build standards-based units and lessons that align to the new Massachusetts Curriculum Frameworks and address essential skills. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase use of instructional technology to enhance student learning in intellectually and creatively stimulating environments that will enhance important skills.

Benchmarks and Key Performance Indicators

Present Status (Data)

Improvement Benchmarks

Strategies/Activities

Strategic Activities and Responsibilities

Person(s) Responsible/Task/Timeline

Whitin Elementary School is a level 2 school: Not meeting gap narrowing goals.
 Data sources, including district instructional rounds and walkthroughs from DESE show that teaching and learning in the Uxbridge Public Schools is using less direct instruction from teachers.
 Teachers are demonstrating the use of Framing the Learning and Presenting the Information.
 Teachers have been trained & used Math in Focus for two years.

All staff will be able to engage students in learning through, i.e. cooperative learning groups, inquiry approach, and checking for understanding through formative & informative assessments.
 All teachers will use the SRSD (MEET in ELA, POW in Math) graphic organizers for writing response to text for all students.

Teachers will design well-structured lessons that follow the SRSD for writing-response to text and ORQ's.
 After the second year of implementation of the Math in Focus Program, teachers will engage in more professional development provided by the new Math Specialist (K-5).
 Teachers will begin to build, revise, and instruct students in learning the skills outlined in the MA State Science and Technology/Engineering Standards.
 Administration, C&I and/or teacher teams will present a best practice in engaging students and checking for understanding at each team planning meeting during the 2016-17 school year.

The Curriculum Director, Curriculum & Instruction leaders, Math Specialist, Principal and outside consultants will conduct the training. The Instructional Leadership team will conduct instructional rounds quarterly.

<p>Teachers have been trained in SRSD (Self-Regulated Strategy Development) – MEET and POW writing response to text.</p> <p>Teachers were introduced to the new MA State Science Standards.</p>	<p>Instructional teams will be able to analyze student growth data and effectively adjust instructional practices to improve student learning outcomes.</p>	<p>Analysis of student work related to SRSD (MEET & POW) will take place at Team Planning Mtgs.</p> <p>Walkthrough data will be collected on the implementation of clarity concepts formally observed from September-November, 2016.</p> <p>The District Instructional Leadership Team will conduct instructional rounds to track the integration of the clarity concepts into classroom practice.</p>	
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School: Whitin Elementary School	
School Year(s): 2016-2017	
Goal Number: 2 of 3	
Goal Title: Educator Development to Establish a Common Assessment and Data Analysis System	
Strategic Plan Objective(s): SMART Goal:	
By January 2017, Whitin Elementary School will close the achievement gap by at least 5% in Math and ELA Student Growth Percentiles (SGP) in all subgroups as evidenced by the Spring 2017 MCAS 2.0 assessment results.	
Benchmarks and Key Performance Indicators	
Present Status (Data)	Improvement Benchmarks
Units have been designed to integrate science and social studies with literacy to promote authentic learning. There are diagnostic assessments in literacy and math that all students use. Response to Intervention (RTI) structures exist at WES, so students receive additional instruction three times per week in literacy and two times per week in Math. The STAR MATH Assessment & the QRI-5 was administered (3x yr) was administered to highlight student strengths & instructional needs. Data was analyzed and used to drive instruction.	Grade level teams will be able to implement a protocol with fidelity for examining student work that: (1) has teachers identify what students are expected to know and be able to do; (2) has teachers identify students who are not meeting grade level standards and require re-teaching, (3) has teachers identify students who are achieving above grade level standards and require extensions, and (4) has teachers develop differentiated instruction and assessment plans to meet student needs. Grade level teams will be able to examine the results of the STAR Math & Reading to adjust instruction.
Strategies/Activities	Person(s) Responsible/Task/Timeline
Teacher teams, with the assistance of the Instructional Leadership team, will create individual learning plans to meet the needs of each student. Teachers will continue to analyze student work data and monitor students that require RTI three times per week in literacy and two times per week in math for 30 minutes. Teachers will analyze benchmark data (STAR Math & Reading) three times per year and adjust practice based on the results. Teachers will use Integrated units, LLI, Fundations, Math in Focus, SRSD and Empowering Writers to support instruction and assist student growth in literacy and math. Teachers will be trained in the STAR Reading Assessment and review STAR Math during the August Professional Development Day. Teachers will be given and instructed in the "Growth Mind Set" to enhance student learning, achievement and growth.	Principal, C&I Leaders, and teachers will engage in the examining student work protocol at weekly team meetings, staff meetings, and during professional development time. Internal teacher leaders will conduct professional development and coaching. The math specialist (K-5) and Technology Teacher will assist in training teachers in the STAR Reading Assessment with a review with STAR Math Assessments. The Principal & Curriculum Director will work together on the staff meetings.

		Teachers will participate in the "unconditional model" of professional development at staff meetings.	
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Whitin Elementary School	
School Year(s):	2016-2017
Goal Number:	3 of 3
Goal Title:	Improve Community, Interest, Investment, and Ownership of the Whitin Elementary School by developing a K-12 College and Career Readiness (CCR) Program designed to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school.
Strategic Plan Objective(s):	SMART Goal:
Community, Interest, Investment, and Ownership of UPS Continue to design a plan for development and advancement of our district programs that is focused on future college and career readiness.	By June 2017, students will demonstrate time management task prioritization, goal-setting, and self-regulated learning skills allowing them to be able to self-direct their progress through academic and work readiness experiences in a wide range of learning opportunities.

Benchmarks and Key Performance Indicators		
Present Status (Data)	Improvement Benchmarks	Strategic Activities and Responsibilities
College and career readiness expectations are imbedded into classroom instruction and practices. Examples of this include instruction of collaborative problem solving skills in Open Circle, PBIS, Community Readers' Day, Friendship Week, Go Green Week, Career Dress Up Day. While these events occur, they are not formally part of a College and Career Readiness program.	Educators will be able to utilize College and Career Readiness resources as part of their curriculum & instruction planning to teach students' life and career planning skills. Students will share a written CCR project that is aligned with goal-setting with their PBIS Teams in a small setting. Parents will participate in the WEE Deliver program's second year.	<p>Strategies/Activities</p> <p>In preparing students for Personal Readiness skills (Organization, time management, perseverance, self-advocacy, social skills, and leadership):</p> <ol style="list-style-type: none"> 1. The PBIS program will continue in the classroom and school wide to prepare students. 2. The SWIS program will continue to be used to track student behavior issues. The data will be reviewed in an effort to improve student outcomes. 3. Parents will receive information regarding safety protocols that students are involved in during school. <p>In preparing students for Academic Readiness skills (ELA/Library, Math, Science, Social Studies, Computers, Music/Art, Physical Education/Health):</p> <ol style="list-style-type: none"> 1. Teachers will collaborate on common assessments during team planning
Over 3,200 letters were written (staff & student) and delivered in the WEE Deliver literacy program after the first school year.		<p>Person(s) Responsible/Task/Timeline</p> <p>Teacher teams, assisted by C&I leaders will develop CCR activities each trimester.</p> <p>Community Members, parent volunteers, WES Staff, PBIS Team, Principal will organize the CCR programs.</p>

meeting times and common planning times.

2. Teachers will continue to participate in the "WEE DELIVER" Program to enhance reading, writing, and communication skills within the school and town community involvement.
3. Parents will participate in WEE Deliver when visiting WES.
- 4.

In preparing students for Career Readiness skills (Community Readers Day, Friendship Week, Go Green Week, Career Dress Up Day, Whittin Warrior Newspaper, WEE DELIVER, etc.):

1. Teachers will continue to revolve the academic curriculum around the themes of the days and week's celebrations with an emphasis on future careers.
2. Outside groups and/or organizations will continue to be invited to WES to speak and/or demonstrate their jobs and careers to students (e.g. Veterans' Assemblies, WEE DELIVER involves Uxbridge Post Master, SAFE-Student Awareness Fire Education, etc.).

**McCloskey Middle School
Improvement Plan
2016-17**



McCloskey Middle School Mission Statement

The McCloskey Middle School is committed to working in partnership with parents to provide a high quality, developmentally responsive curriculum and experientially-based programs which are respectful of the diverse characteristics and needs of pre and early adolescent children. Our mission is to help students become good citizens who are healthy, caring, ethical, physically active, and intellectually reflective individuals who believe that life is enriched by learning.

The McCloskey Middle School believes that developmentally responsive middle level schools are characterized by: educators committed to young adolescents; a shared vision; high expectations for all; adult advocates for students; family and community partnerships; and a positive school climate.

Therefore, it is the mission of the McCloskey Middle School to provide: curriculum that is challenging, integrative, and exploratory; varied teaching and learning approaches; assessment and evaluation that promotes learning; flexible organizational structures; programs and policies that foster health, wellness, and safety; and comprehensive guidance and support services.

* Adapted from National Middle School Association. (1995). This We Believe: Developmentally Responsive Middle Level Schools. Columbus, Ohio.

Uxbridge Public Schools Vision Statement

The Uxbridge Public Schools will provide a learning environment that is intellectually and creatively stimulating for students to enhance critical thinking skills, collaborative problem solving skills, and leadership skills that will prepare students to meet the challenges of their adult lives.

Theory of Action

If we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities and that are practical, relevant, and thought provoking for our students, *THEN* we will increase student engagement and ownership of learning, improve student achievement, and thereby enhance a sense of Uxbridge Pride that will inspire our community to be involved and invested in our local public schools.

McCloskey Middle School School Council Members 2015-16

Dr. Rich Drolet – Principal
Mrs. Barbara Beane – Teacher
Mrs. Cathy O'Brien – Teacher
Mrs. Maria Turner – Parent
Mrs. Gretchen Roche – Teacher

Mrs. Christine Martellio – Grade 7 & 8 Teacher
Mrs. Jennifer Clark – Grade 7 Teacher
Mrs. Charlene Miller – School Committee Liaison
Mrs. Becky Morganelli – Parent
Mr. Mark Francis – Community Member

Mrs. Tracy Pomeroy – Parent
Mrs. Suzann Legere – Teacher
Mrs. Cari Robertson – Parent
Mrs. Jennifer Lutton – Parent

UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN

School: McCloskey Middle School

School Year(s): 2016-17

Goal Number: 1 of 3

Goal Title: Improving Curriculum and Lesson Design Strategies

SMART Goal:

By June 2017, curriculum units will be designed and published to include a chronological scope and sequence, essential questions, enduring understandings, and content objectives. Lessons within the units will include opportunities for students to improve reading and writing skills. Teachers will share, critique, and review instructional practices related to curriculum and unit/lesson design, formative and summative assessment, and student engagement.

Strategic Activities and Responsibilities

Strategies/Activities

A PLC model will be utilized to work on common assessments, vertical and horizontal curriculum mapping, fidelity to curriculum, analysis of student work, and unit/lesson development and analysis to increase rigor and student engagement. Staff will participate in professional development in the Fall/Winter of 2016 to define consistent curriculum maps and common assessments, share exemplars, and begin to refine/create curriculum units/lessons. Staff will participate in professional development to implement the new *Math in Focus* series with fidelity. Students will be placed and regrouped based on data for each math unit. Algebra I will be offered to at least 50% of the 8th graders during the 2016-17 school year and in all years moving forward.

Person(s) Responsible/Task/Timeline

Grade-level and content teams will prepare presentations for colleagues at department and faculty meetings.
Administration and teacher leaders will meet monthly to monitor and determine progress on the curriculum units. Teacher leaders will provide guidelines for curriculum units.
Math teachers will meet with the math specialist bi-weekly regarding the implementation of *Math in Focus* and monitor progress with the flexible grouping of students.
On a monthly basis, Literacy Initiative Leaders will assist teachers to help students use the SRSD graphic organizers (MEET, POW) to structure writing, extract key information from multiple text sets, and improve written responses.

Benchmarks and Key Performance Indicators

Improvement Benchmarks

Teams will collaboratively assess student work, analyze student data, and adjust instructional practices to increase student engagement and improve learning outcomes.
All staff will be able to craft curricular documents to include common assessments and opportunities for student engagement.
Math teachers will begin to implement *Math in Focus* series (Grade 6: 2016-17; Grade 7: 2017-18; Grade 8: 2018-19).
Science teachers will implement inquiry-based *Foss Science Kits* (Grade 6: 2015-16; Grade 7: 2016-17; Grade 8 2017-18).

Present Status (Data)

Instructional rounds reveal that teaching and learning is predominantly direct instruction.
20% of parents/guardians do not feel their child's academic needs are being met.
22% of parents/guardians do not think teachers set high standards for their students.
82% of parents/guardians would like to better understand, or have an outline of topics being covered in classes, via websites or online curricula.

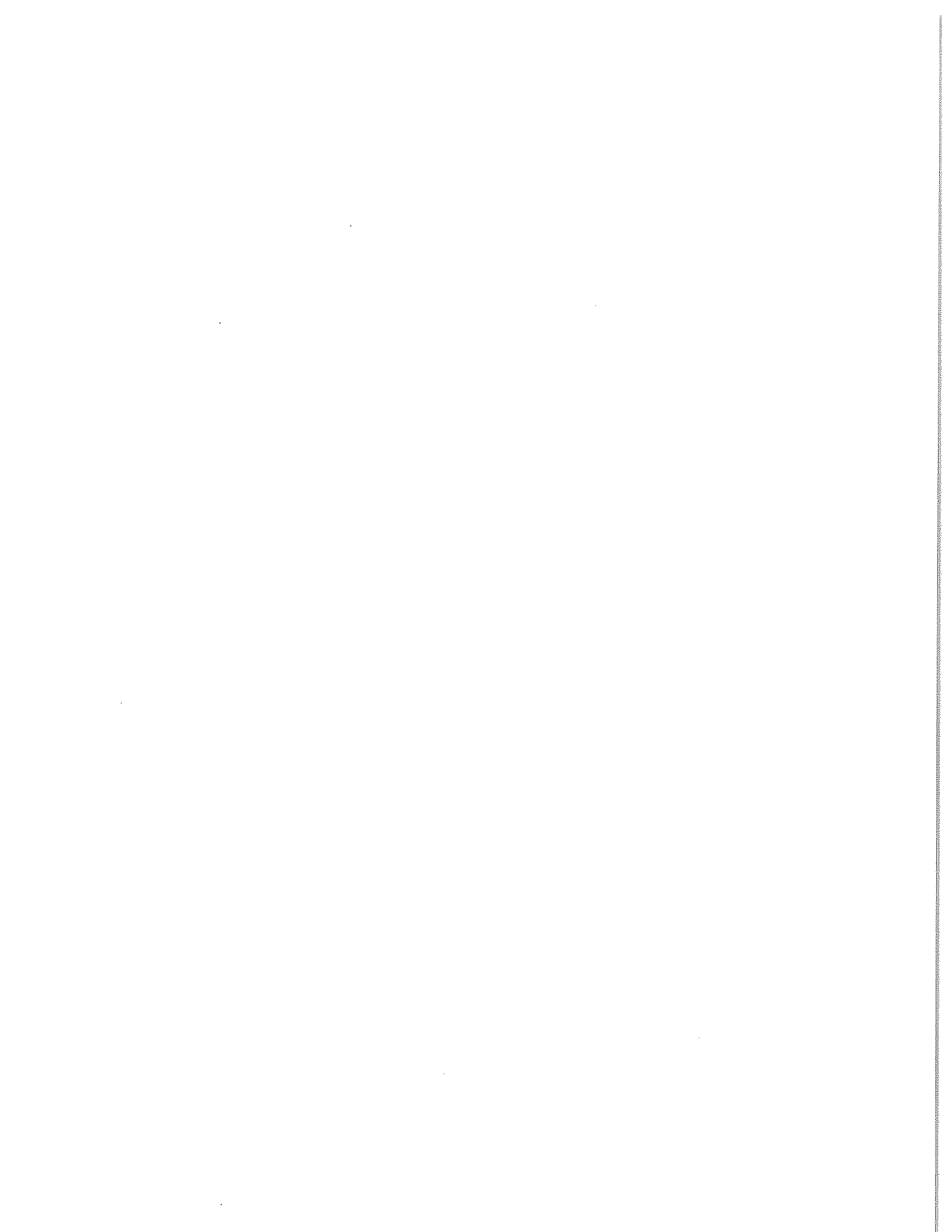
UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN

School:	McCloskey Middle School
School Year(s):	2016-17
Goal Number:	2 of 3
Goal Title:	Improving student learning by providing targeted interventions and extensions to meet the academic and social-emotional needs of students.
Strategic Plan Objective(s):	SMART Goal:
Improving Student Learning Students will be provided with increased opportunities to receive interventions in Math and ELA as well as enrichment extensions across all content area. Students will also be exposed to an advisory curriculum and classroom lessons administered by guidance/adjustment counselors.	By October 2016, an advisory program will be launched in an effort to meet the social-emotional needs of the students. By January 2017, a multi-tiered system of supports providing targeted intervention in math and ELA will be implemented, as well as increased enrichment opportunities to all students. McCloskey Middle School will close the achievement gap by at least 5% in Math and ELA Student Growth Percentiles (SGP) in all subgroups as evidenced by the Spring 2017 MCAS 2.0 assessment results.

Benchmarks and Key Performance Indicators		Strategies/Activities	Person Responsible/Task/Timeline
Present Status (Data)	Improvement Benchmarks		
The McCloskey Middle School is a Level 2 school. Qualitative and quantitative data has provided evidence that there is a need for increased intervention and enrichment at McCloskey MS. Subgroup data shows that students at McCloskey Middle School had either declined or had no change in all growth categories. McCloskey Middle School lacks a formal advisory program in which all students have at least one staff member who knows the student well. 22% of parents do not feel McCloskey provides educational opportunities to support their child's talents/strengths.	Students provided with math interventions will show growth and improved achievement by at least 10% on STAR math assessments. Students identified as significantly below level in Math or ELA will receive additional instructional time and targeted interventions during Academic Enrichment class. Other students will show increased involvement in higher order thinking activities as part of their Academic Enrichment time. Counselors will teach 4 lessons in social studies classes to expose students to a relevant, social-emotional curriculum. A student advisory survey will determine if the advisory program is meeting student social-emotional needs.	At least 3 times per year students will be assessed by the STAR assessment system, and grouped for intervention and enrichment during Academic Enrichment and/or math/ELA classes based on skill deficit or advancement. Educators will work collaboratively to provide increased enrichment learning opportunities for all students. Administration and teacher-leaders will create and implement monthly school-wide lessons to support our PBIS (Positive Behavioral Interventions and Supports) initiative. At least once a quarter teachers will use rubrics to analyze student writing and extract areas in need of improvement.	Administration, the Math team, and the ELA Team will analyze MCAS data in the Fall and STAR assessment results throughout the year. Administration and math teachers will group students more heterogeneously and implement increased flexible grouping of students based on data. Teacher teams along with the Math Specialist, ELA teachers, and Team Chair will analyze data to determine tiered interventions for students to address obstacles. The behavioral specialist will monitor SWISS data monthly to compare ODR (Office Discipline Referrals) from 2016-17 to 2017-18.

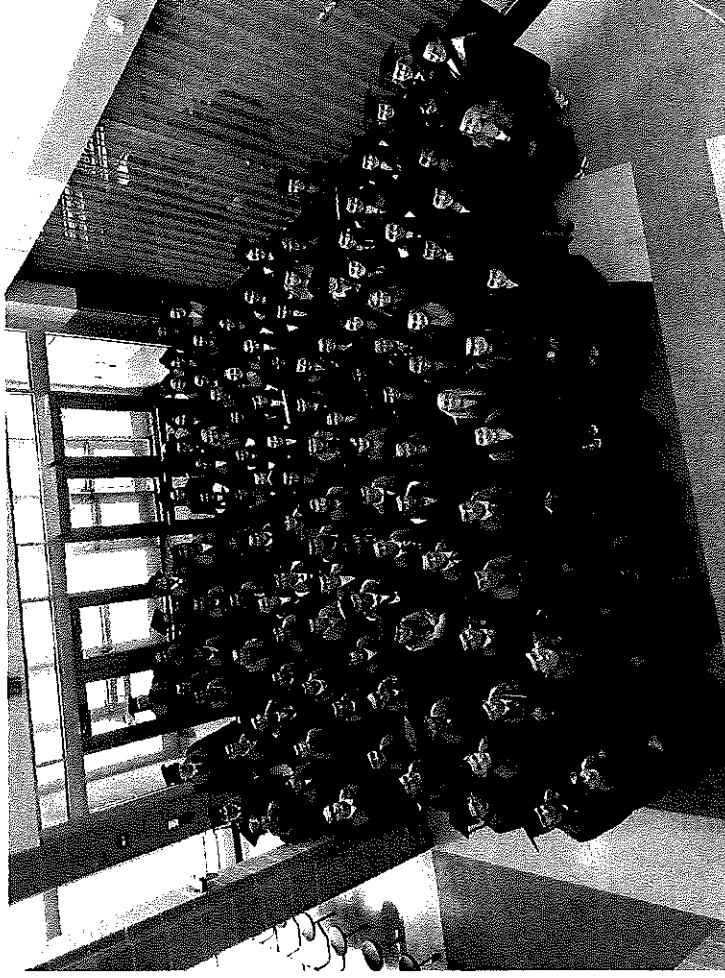
UXBRIDGE PUBLIC SCHOOLS - McCLOSKEY MIDDLE SCHOOL IMPROVEMENT PLAN

School:		McCloskey Middle School	
School Year(s):		2016-17	
Goal Number:		3 of 3	
Goal Title:		<p>Improve College and Career Readiness (CCR) to prepare students for grade and school level transitions, choosing the right program of studies and career pathways, and life planning after high school.</p>	
Strategic Plan Objective(s):		<p align="center">SMART Goal:</p> <p>During the 2016-17 school year a McCloskey Middle School College and Career Readiness PLC will design a plan for development and advancement of programs at MMS, which focus on involving parents and the community to enhance student learning opportunities.</p>	
Community Interest, Investment, and Ownership of the Uxbridge Public Schools		<p>Stakeholder involvement with Uxbridge Public Schools will be expanded and differentiated to maximize interest and support for educator development needs and student learning opportunities.</p>	
Benchmarks and Key Performance Indicators			
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
<p>Collaboration between McCloskey Middle School and UHS occurs to prepare students for the transition to high school, which includes Program of Studies presentations choosing courses for high school. Student transition meetings occur.</p> <p>Nature's Classroom, Exchange City and Career Day began in the 2014-2015 school year, then were modified and continued with success during the 2015-16 school year.</p> <p>Counselors are delivering lessons in social studies classes related to preparing students for college and careers.</p>	<p>Middle school educators will be able to use College and Career Readiness resources as part of their curriculum planning to assist students in developing life and career skills, academic knowledge, and career awareness.</p> <p>Enrichment opportunities will be provided to enhance life skills such as resume writing, interviewing, research, analysis, communication and team building.</p>	<p>Curriculum & Instruction Leaders and Team Leaders will assist teachers in developing one College and Career Readiness activity per trimester.</p> <p>Enrichment opportunities include: participation in Nature's Classroom; increased team-building activities, Exchange City, Math Team, National Junior Honor Society, participation in STEM conferences, Career Day, and PBIS activities.</p> <p>Counselors will continue to deliver lessons related to college and career readiness in social studies classes.</p>	<p>Teacher teams, assisted by C&I leaders, will develop College and Career Readiness activities each trimester.</p> <p>Administrations along with grade level teams will prepare and continue to make recommendations of improvement for:</p> <p>6- Nature's Classroom 7- Exchange City 8- Career Day</p> <p>Counselors, Team Leaders, Curriculum & Instruction Leaders, and administration will pursue further opportunities for students to explore College and Career Readiness.</p>



Uxbridge High School

**300 Quaker Highway
Uxbridge, Massachusetts 01569**



School Improvement Plan 2016-17

**Michael Rubín, Principal
Michael DiMeglio, Assistant Principal**

UXBRIDGE HIGH SCHOOL MISSION STATEMENT

Our mission at Uxbridge High School is to provide the resources and educational experiences to meet the diverse needs of all students, with the aim of encouraging responsible citizenship and life-long learning. In partnership with parents and community, Uxbridge High School fosters this development in a safe learning environment.

UXBRIDGE PUBLIC SCHOOLS VISION STATEMENT

The Uxbridge Public Schools will provide a learning environment that is intellectually and creatively stimulating for students to enhance critical thinking skills, collaborative problem solving skills, and leadership skills that will prepare students to meet the challenges of their adult lives.

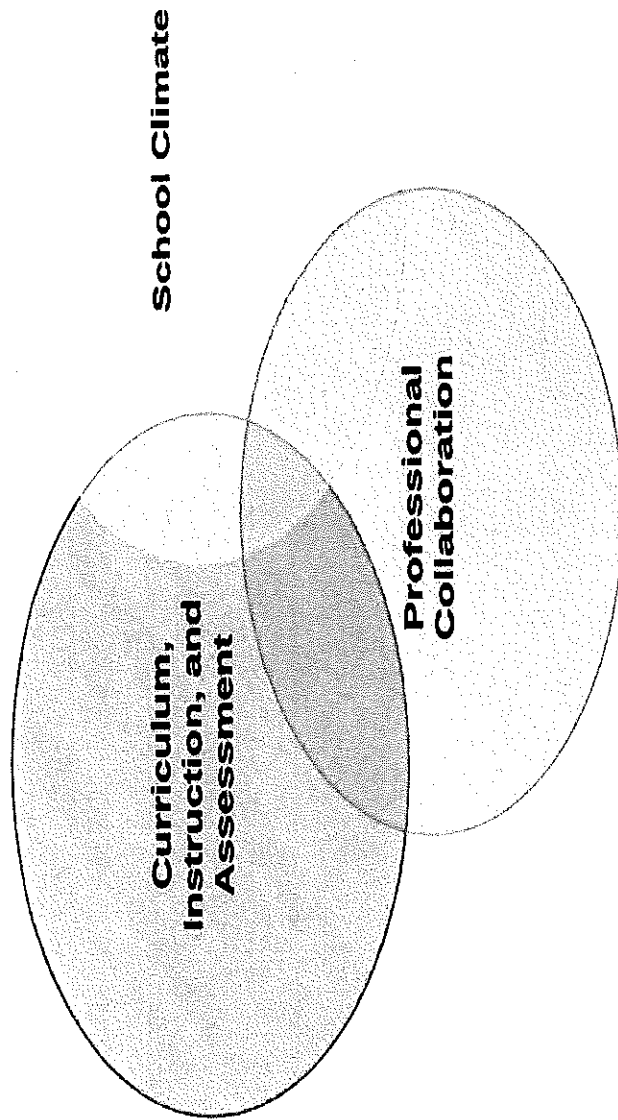
Theory of Action

IF we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities that are practical, relevant, and thought provoking for our students, *THEN* we will increase student engagement and ownership of learning, improve student achievement, and thereby enhance a sense of Uxbridge Pride that will inspire our community to be involved and invested in our local public schools.

**SCHOOL COUNCIL MEMBERS
2015-16**

MICHAEL RUBIN	PRINCIPAL
SUSAN BROMANN	PARENT
MICHAEL CATALANO	FACULTY
ALLISON COTTER	STUDENT
MICHAEL DIMEGLIO	ASSISTANT PRINCIPAL
EMILY FERNANDES	STUDENT
MELISSA FISCHER	PARENT
EMILY LUURI	COMMUNITY MEMBER
JENNIFER MODICA	SCHOOL COMMITTEE LIAISON
LYNN NORMANDIN	PARENT
ANDY KUROS	STUDENT
AMY MARSHALL	FACULTY
CHRISTINE MARSHALL	FACULTY
JACK SCHREIBER	STUDENT
MARY SHERLOCK	COMMUNITY MEMBER

SCHOOL IMPROVEMENT AT UXBRIDGE HIGH SCHOOL



INTRODUCTION

Our School Improvement Plan's initiatives fall into three broad categories, many of which overlap, and have student learning at the heart of the intersections: Curriculum, Instruction, and Assessment; School Climate; and Professional Collaboration. All of our goals fit and intersect in these three categories, as the center of the diagram, where all three categories meet, is Improved Student Learning. For Uxbridge High School, the focus will be on three primary areas over the next two academic years: improving curriculum design strategies, improving and enhancing academic, social-emotional, and behavioral supports for all students, and improving community investment in UHS through improved communication and technology implementation, looking both at student and staff practice.

2016-18 SUMMARY:

KEY STRATEGIES, IMPROVEMENT OBJECTIVES, AND ACTION PLANS

UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN	
School:	Uxbridge High School
School Year(s):	2016-17
Goal Number:	1 of 3
Goal Title:	Improving Curriculum Design Strategies
Strategic Plan Objective(s):	SMART Goals:
<p>Improving Student Learning Initiatives: Build standards-based units and lessons that align to the new Massachusetts Curriculum Frameworks and address essential skills. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase the use of instructional technology to enhance student learning in an intellectually and creatively stimulating environments that will enhance important skills. Create rigorous opportunities for all students to improve writing and reading skills across the curriculum.</p>	<p>By June 2018, all curriculum units be redesigned to incorporate consistent format and content, including chronological scope and sequence, essential questions, enduring understandings, power standards, content objectives, literacy objectives, and school-wide learning expectations.</p> <p>By June 2018, all teachers will have participated in and implemented the PLC model, and PLC protocols will be fully integrated into the professional culture of Uxbridge High School, enabling teachers to share, critique, and review practices in terms of student assessment, curriculum and lesson design, and technology integration.</p>
Benchmarks and Key Performance Indicators	
Present Status (Data)	Improvement Benchmarks
Uxbridge High School is a level 2 school: Meeting most gap-narrowing goals. High needs	All staff will be able to craft curricular documents, for
Strategic Activities and Responsibilities	
Strategies/Activities	Person Responsible/Task/Timeline
Staff will participate in professional development in fall 2016 to define consistent curricular maps.	Administration will provide guidelines for Professional Learning

<p>cohort achievement gap needs to be closed.</p> <p>Instructional rounds demonstrate inconsistencies in terms of academic rigor, dependent on course levels and class rosters.</p> <p>Data from the 2014-15 and 2015-16 school years indicate more than 7% of UHS students fail at least one course per year.</p> <p>Uxbridge High School students need additional skillwork in terms of analytic, applied, and narrative writing skills across disciplines.</p>	<p>publication, with consistent formats, in all disciplines.</p> <p>Departments/Teams will be able to analyze student growth data and effectively adjust instructional practices to improve student-learning outcomes.</p> <p>UHS will develop and implement school-wide learning expectations that incorporate feedback on work habits as well as academic progress.</p> <p>All curricula will integrate writing prompts that involve close reading and writing benchmarks.</p>	<p>A PLC/Common Planning model will be implemented across all disciplines at UHS, with specific agendas anticipated for each group, on a monthly or quarterly basis, including:</p> <ul style="list-style-type: none"> • Common Assessments (formative and summative) • Long and short-term planning • Fidelity to curriculum. • Analysis of Student Work • Development of Lessons/Lesson Analysis <p>Writing and reading strategies will be shared across all disciplines, including close reading of discipline-based texts, development of analytic writing responses, and assessment of transferable writing skills.</p> <p>Full-year course syllabi will be revised in accordance with teaching practices and the integration of writing prompts.</p> <p>The Building-Based Student Assistance Team will review specific cases, recommend instructional strategies, and convene appropriate Student Review Committees to implement differentiated strategies for students with higher risk for failure.</p>	<p>Community/Common Planning Time, August 2016.</p> <p>Department teams will prepare presentations for both department and faculty meetings.</p> <p>School leadership team will meet monthly to determine progress.</p> <p>Administration will prepare a three-year implementation plan for curricular revisions, in consultation with the curriculum director and teacher leaders.</p> <p>School leadership team will determine timeframe for school-wide learning expectation rollout, piloting, pilot implementation, and reporting.</p> <p>The school librarian will work with academic disciplines to integrate various text sets and source integration for applied and analytical writing skills.</p> <p>All departments will integrate specific writing prompts for all summative tests, as well as a variety of summative, “low-stakes” writing opportunities, in all academic classes.</p>
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UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN

School:		Uxbridge High School
School Year(s):		2016-2018
Goal Number:		2 of 3
Goal Title:		Enhancing Academic, Social, and Emotional Well-Being of Students
Strategic Plan Objective(s):		SMART Goal:
<p>Teaching all students Initiatives: Develop comprehensive counseling curriculum. Develop targeted interventions and common assessments to improve student performance and adjust curriculum and instruction to address deficiencies. Redesign of Mosaic Program.</p>		<p>By June 2018, Uxbridge High School will close achievement gaps in ELA, Math, and Science and Student Growth Percentiles (SGP) as measured by the 2016-17 and 2017-18 MCAS in all sub groups, expand support for differentiated learning, and implement a comprehensive guidance model that supports all students in transitioning throughout high school. By June 2018, all students will have a set of personal academic goals that are regularly reviewed and updated at least four times per year by students, teachers, and parents. By June 2018, student attendance will improve by 5%. By June 2017, all students will improve writing-to-text skills, as measured by content teachers, with respect to open response, narrative, and analytical writing skills.</p>
Benchmarks and Key Performance Indicators		
Present Status (Data)	Improvement Benchmarks	Strategies/Activities
Many students at UHS report that they have had multiple interruptions and inconsistencies with respect to post-secondary counseling.	All students will have met with their school counselor at least four times either individually or in small groups.	School counselors will be provided time for common planning of curricular implementation.
		Person Responsible/Task/Timeline
		School counselors, team chairperson, and support personnel will collaborate on the development of a comprehensive guidance program.

<p>At present, there is no guidance curriculum that focuses on grades 9 and 10, and the grade 11 curriculum was implemented sporadically in 2015-16.</p>	<p>All four grades will have had, minimally, one unit presented in a classroom setting.</p> <p>At least two parent events will support guidance counseling curricular initiatives.</p>	<p>Building-based Student Assistance Team will convene a minimum of three Student Review Committees per term, with academic, attendance, and behavioral solutions brainstormed.</p> <p>Building-Based Student Assistance Team protocols and procedures will be refined and revised.</p> <p>The Building-Based Student Assistance Team will have a weekly agenda of students for discussion coordinated by school counselors.</p> <p>Adjustment counselors and school guidance counselors will have their roles redefined to align with the MASCA model's recommendations.</p>	<p>School administration will support and oversee the process.</p>
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Benchmarks and Key Performance Indicators			
Present Status (Data)	Improvement Benchmarks	Strategic Activities and Responsibilities	Person Responsible/Task/Timeline
<p>During the 2013-2014 school year, the Mosaic program was expanded to provide opportunities for students throughout the school day. The philosophy of the Mosaic program is to provide an alternative or flexible structures and services for students at risk for failure, drop out, or not graduating on time.</p> <p>Tiered interventions, entry and exit criteria, and student goals were</p>	<p>All students in the Mosaic program will have a career and college readiness plan completed in consultation with the Mosaic staff and counselor.</p> <p>Student Success Plans will be created within one month of entry to Mosaic Program.</p> <p>Work-based learning plans will be implemented for all students participating in the internship program</p>	<p>Departments will analyze data from the identified district determined measures from 2014-15 to evaluate one or more Power Standards.</p> <p>Student common assessments will be analyzed at PLC meetings with specific focus on analyzing writing assessments at least once every four cycles of the schedule. Departments will extract areas in need of improvement in order to facilitate student growth and adjust</p>	<p>Teachers/departments will develop/adjust differentiated instruction and assessment plans for students not meeting grade level expectations as needed (at least 2X per quarter for summative assessments).</p> <p>Administration, Team Chair (when relevant), Counselors, and Mosaic Teachers will analyze data to determine tiered interventions for students and</p>

<p>incorporated into the Mosaic Program. These interventions and entry/exit criteria have been used sporadically.</p> <p>17% of graduates in 2015 and 15% of graduates in 2014 indicated "work" as their post-graduate plan, with little-to-no formal planning conducted with said students.</p>	<p>and all students in the Mosaic program who hold part-time employment.</p> <p>All students indicating that work may be or will be their post-secondary plan will have a career plan and career skills inventory updated, as well as workshops with interview and application skills offered.</p>	<p>practice accordingly. Each staff member will collect data from a minimum of one (1) writing assignment per cycle.</p> <p>All students in grades 9 & 10 will be assessed three times a year to evaluate student growth on key skills. Teacher teams will use this data to create learning plans to address the needs of each group of students.</p> <p>Tiered intervention services of newly identified students in spring of 2016 will be discussed with parents/guardians and Mosaic Team to address issues and develop Student Success Plan. An adjustment counselor will be assigned to the Mosaic program for a minimum of one period daily to support Student Success Plans, counseling needs, and post-secondary planning.</p>	<p>address obstacles, which impede student success plans,</p> <p>Administration, counselors, nurse, team chair, special education teachers, and school resource officer will analyze data to determine next steps.</p>
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Benchmarks and Key Performance Indicators		
Present Status (Data)	Improvement Benchmarks	Strategic Activities and Responsibilities
<p>7.7% of all first semester grades at UHS in 2015-16 were failing. 5.3% of all grades assigned in 2014-15 were failing grades.</p>	<p>No more than 3% of all grades at UHS will be failing. UHS will take steps to implement student learning expectations/standards to report on specific skills.</p>	<p>Departments will analyze data from the identified district determined measures to evaluate one or more Power Standards.</p> <p>Department teams will discuss student data at PLC and/or monthly department meetings. Data analysis using the data dialogue process and development of plans during</p>

<p>Per DESE data, UHS did not meet achievement gaps, particularly with respect to the high needs cohort. While students are receiving services, academic rigor for all students is inconsistent.</p> <p>Approximately 15-16% of students at Uxbridge High School are considered "chronically absent."</p> <p>Uxbridge High School lacks a formal advisory program in which all students at Uxbridge High School have at least one adult staff member in addition to the guidance counselor who knows the student well</p>	<p>UHS will meet all achievement gaps.</p> <p>Uxbridge High School will have no more than 10-12% of students considered chronically absent.</p> <p>Uxbridge High School will take steps to implementing an advisory program, which will enrich school climate and culture.</p>	<p>Student common assessments will be analyzed at PLC meetings with specific focus on analyzing writing assessments at least once every four cycles of the schedule. Departments will extract areas in need of improvement in order to facilitate student growth and adjust practice accordingly. Each staff member will collect data from a minimum of one (1) writing assignment per cycle.</p> <p>All students in grades 9 & 10 will be assessed three times a year to evaluate student growth on key skills. Teacher teams will use this data to create learning plans to address the needs of each group of students, done in consultation with School Counselors and/or Student Assistance Team.</p> <p>The school will study its current attendance policy, and a statistical analysis of the relationship between student attendance and achievement will be compiled.</p> <p>UHS will study different advisory models.</p>	<p>department meetings and/or department release time will focus on strategies needed to reach reluctant learners and patterns of struggle therein.</p> <p>Special Education, Science, Social Studies, Math and English Departments will conduct this analysis after each common summative assessment. Data teams will support analysis and development of plans.</p> <p>The Scheduling Subcommittee, Advisory Implementation Committee, and/or counseling department will collaborate with PLC's on steps to implement advisory programs.</p> <p>Teachers/departments will develop/adjust differentiated instruction and assessment plans for students not meeting grade level expectations as needed (at least 2X per quarter for summative assessments).</p> <p>Administration, Team Chair (when relevant), Counselors, and Mosaic Teachers will analyze data to determine tiered interventions for students and address obstacles, which impede student success plans</p> <p>Administration, counselors, nurse, team chair, special education teachers, and school resource officer will analyze data to determine next steps.</p>
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UXBRIDGE PUBLIC SCHOOLS - HIGH SCHOOL IMPROVEMENT PLAN

School:		Uxbridge High School
School Year(s):		2016-2018
Goal Number:		3 of 3
Goal Title:		Improve School Culture and Community Interest in Uxbridge High School.
Strategic Plan Objective(s):		SMART Goal:
Community Interest, Investment, and Ownership:		By June 2017, at least 90% of parents will express satisfaction with UHS as measured by district survey.
Initiative: Design a plan for improving school culture and climate, as well as overall community interest and ownership in UHS.		By June 2017, at least 90% of staff will express satisfaction with the Common Planning model, as measured by staff survey.
Benchmarks and Key Performance Indicators		
Present Status (Data)		Strategic Activities and Responsibilities
Uxbridge High School offers 16 interscholastic sports and approximately 10-12 clubs or activities. Student council feedback overwhelmingly (88% of respondents) that improvements to the extracurricular program are needed.	Improvement Benchmarks	Strategies/Activities
		Person Responsible/Task/Timeline
		The athletic director, school council and faculty will explore improvements to the extracurricular program, including co-curricular clubs, additional sports, and enhancements to current facilities, through June 2018.
		Administration, Athletic Director, faculty.

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
43.5% of parents believe the iPad is not effective. Nearly 40% of faculty respondents indicated that they would like to revisit iPad procedures and technology integration.	A recommendation about future technology use and needs will be made to the district administration team.	The School Council will conduct a comprehensive technology survey, including current device implementation and use, potential areas for growth, family and community perceptions, and student and faculty use.	The Technology Task Force will make recommendations for future technology implementation, training, and needs by May 2017.

Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person Responsible/Task/Timeline
Approximately 18% of parents (92 respondents) indicated that they do not believe the teaching staff is committed to student academic success. 24% do not believe their child's academic needs are being met. Nearly 1/3 (32%) do not feel as though teachers communicate assignments in a timely manner, and 32% similarly indicate that teachers do not keep parents well-informed about progress. 47% of parents (out of 92 respondents) indicate that they do not believe teachers update	By September 2017, all teachers will have a PLC period that will be designated for duty periods. By March 2018, no more than 15% of parents will indicate their child's academic needs and/or communication goals are not being met. By June 2017, more teachers (6-10) will begin using Google classroom to provide communication regarding classroom happenings.	UHS will implement a PLC model for all departments, with specific topics for consideration, including curricular goals, analysis of student work, and development of common assessments. Some common planning periods will be dedicated to family communication and community outreach.	UHS administration, leaders, and professional staff will all share in this development and implementation.

<p>grades/feedback in a timely manner.</p> <p>At present, teachers have one period per day that is contractually obliged to be a preparatory period.</p> <p>100% of teachers use iPass as the specific grading program and/or a tracking system for assignments.</p>			
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**THE UXBRIDGE PUBLIC SCHOOLS IMPROVEMENT PLANS HAVE BEEN MODELED AFTER THE HOPKINTON PUBLIC SCHOOLS IMPROVEMENT PLAN STRUCTURE.*