

UXBRIDGE SCHOOL COMMITTEE MINUTES

February 28th 2017

UXBRIDGE HIGH SCHOOL LIBRARY

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	
Matthew Keane, Member	X	

1. **Call to Order:** Debbie Stark - at 7pm
- Pledge of Allegiance
2. **Public Comment** - none -
3. **Culture Committee Update** - Kevin Carney commented - and introduced team
 - Pam Yukna, Mike Catalano, Jenn Martin, Dr. Rich Drolet -
 - Size of group was originally 20 members, has narrowed over the years -
 - Objective is to strengthen a working environment at UPS.
 - Morale Factor - The confidence, enthusiasm and discipline of a person or group at a particular time.
 - Historical issues - may surround budget shortfalls.
 - The team has also discussed the discipline is critical as well to get to the task at hand.
 - Root cause analysis -
 - Compartmentalizing the issues - (Cultural Components and Structural Components)
 - Culture - matters relating to the ideas, customs and behaviors of the system.
 - Structural - Collective bargaining agreements.
 - A look back (2012-2013) reviewed previous issues
 - lack of trust 1, lack of security, lack of collaboration time, lack of understanding of expectations.
 - 2015 Findings - Mandates (State Regulations), Communication / collaboration, Fear of reprisal -
 - Mr. Rubin spoke about 2015 findings - Tried to eliminate barriers around the "non-discussible items" (water cooler chatter).
 - ie: during classroom walk throughs - lets look at what is happening, are we maximizing time, and student learning.
 - Mr. Catalano spoke regarding mandates.

-Mathematics -

-fundamentals of Algebra & Geometry I - Conceptual Algebra

-Early College Initiative - Courses offered at UHS in alignment with Quinsigamond Community College.

-If a student passes Accuplacer, pays the \$100 registration through QCC, and earns a grade through this class, the grade earns the student a grade on a QCC transcript that transfers to all state colleges and Universities.

-Student Services - In consultation with the Director of Pupil Services -

-Mosaic - Phoenix Program

-pathways - new social-emotional program.

5. Curriculum Director - Dr. Rich Drolet -

- Professional Development Plan 2017 - 2020 - We strive for Teacher and student engagement.

- Literacy Action Plan K-5 - (we have determined that this is our greatest need in the district). Dr. Drolet also thanked his working team.

- Currently we are taking inventory, placing focus on literacy, reading, writing.

-Starting March 6th - 3 teachers are going to take courses at Leslie Univ.

- Additional teachers will take courses in the 2018/2019 years.

-Mr. Carney spoke - these plans are tightly aligned to our efforts.

6. Superintendent Update - Kevin Carney

-Educators Evaluation Update - potential changes in the regulation -

-Superintendent's Evaluation - The SC has this evaluation in front of us in the coming two months. Some Districts are moving the evaluation of the Superintendent to the Fall after MCAS results come out. The SC may want to consider moving the current evaluation timeframe.

-Community Forum on K-12 Education - Commissioner Chester March 29th.

7. 2017-2018 School Calendar - Second Reading

-John Morawski - made a motion that we accept the 2017-2018 School Calendar as written -

-Debbie Stark seconded it, vote: all in favor 5-0.

8. Transportation Fee Discussion -

-Mr. Brian Hyde handed out info packets. He suggested that the SC read this detailed information and discuss in the future - A possible action item for a year out or so Brian said.

9. Old / New Business

-Brett Pomeroy - Recognized the UHS Booster Club for donating approximately 1/3 of the funds for the new batting cage.

-John Morawski asked what is going on with the large leak on the ceiling of the UHS library? Brian Hyde said this has been an issue, and they are working on it.

- Debbie Stark made a motion that we add an agenda item for this meeting to have a brief budget update - John Morawski seconded it, voted all in favor 5-0.
- Brian Hyde handed out an Update FY18 Budget Projection -
 - As of today 2/28/2017, the Town Manager recommends a FY18 School Dept budget of \$21,338,516.
- The New difference between the SC's budget request and the Town Manager's Budget recommendation is \$363,018.
- John Morawski asked how this new found money came to be? David Genereux (Town Manager) said the bulk of the savings is expected to come from a New Healthcare contract. Additionally there is some additional funds expected from the utility calculations.
- Next meeting is March 7th at 7pm -


-Meeting Minutes - 01/17/2017, 02/01/17, 02/07/17 -

- Debbie Stark made a motion that we accept the minutes for Jan 17th, SC meeting, Jan 17th public hearing, Feb. 1st public hearing, and Feb. 7th SC meeting minutes -
- Brett Pomeroy Seconded it - voted all in favor 5-0
- **Adjournment - and enter Executive session** with no new business to follow- at 9:04pm
Debbie Stark made a motion that we enter executive session - John Morawski seconded -
- Role call vote:
Brett Pomeroy- Yes, John Morawski - yes - Laura McGee Yes, Matt Keane, Yes, Debbie Stark Yes.

Respectfully Submitted,

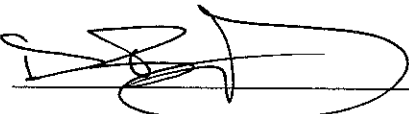
D. Brett Pomeroy, Uxbridge School Committee Secretary

School Committee Members:




Debbie Stark, Chair

John Morawski, Vice Chair



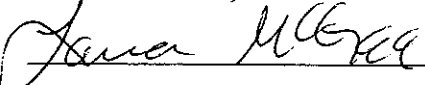
D. Brett Pomeroy, Secretary

Jen Modica, Member



Matthew Keane, Member

Charlene Miller, Member



Laura McGee, Member

CULTURE COMMITTEE UPDATE

SCHOOL COMMITTEE MEETING
FEBRUARY 28, 2017

OBJECTIVE AND PURPOSE

- The primary objective of the UPS Culture Committee is to strengthen a working environment that promotes student and professional learning, communication, collaboration in decision-making, safety, fairness, and a stronger understanding of district policies and procedures.

(The Committee was comprised of 20 staff, administrators, and a SC representative in

SY2015-16)

THE MORALE FACTOR

Definition: The confidence, enthusiasm, and discipline of a person or group at a particular time

New Oxford American Dictionary

UNPACKING OBSTACLES TO SYNERGETIC IMPROVEMENT

- What conditions will influence departmental or school disconnect?
- What cultural/behavioral and structural elements exist that need attention and continuous assessment?

ROOT CAUSE ANALYSIS

Root Cause Analysis is a process that helps guide people to understand causes of a problem and to establish target goals to prevent or reduce recurrence of the problem.

HYPOTHESIS

What is the supposition for professional and morale challenges?

SYMPTOMS

What evidence exists that conditions need attention?

COMPARTMENTALIZING THE ISSUES

Cultural Components

- Matters relating to the ideas, customs, and behaviors of the system

(How we function collaboratively to meet professional obligations and expectations)

Structural Components

- Matters relating to the arrangement between the parts of a complex whole

(Collective Bargaining Agreements, School/District Policies & Procedures, School Schedules, State Curriculum Frameworks, State Performance Standards, Budgets)

**ADMINISTRATOR DISCOVERIES:
2012-2013
A LOOK BACK**

Hypothesis

- Lack of Trust (1)
- Lack of security (feeling safe) (2)
- Lack of collaboration time to discuss teaching and learning (time to cultivate) (3)
- Lack of understanding of expectations and roles (among administrators) (3)

ADMINISTRATOR DISCOVERIES:

2012-2013

A LOOK BACK

Symptoms - Cultural

TRUST

We do not know each other yet

- Time
 - Trusting Intentions
 - Fear of retaliation/retribution
 - Not meeting expectations
 - Not understanding expectations
 - Lack of confidence

ADMINISTRATOR DISCOVERIES:

2012-2013

A LOOK BACK

Symptoms – Structural TIME

- Not enough planning time for teachers (only 1 staff meeting per month)
- Principals are forced to deal with more daily, building management issues than participating in teaching/learning discussions (no dept. heads, no team leaders, no coordinators, elementary schools have no assistant principals)
- Struggle to manage/process what we need to do from the district/state level at our administration meetings when we have personnel and student issues waiting for their attention back at the schools

CULTURE COMMITTEE FINDINGS: 2015

Most Common Themes of Concern

- Mandates – structural
- Communication/collaboration – cultural
- Fear of reprisal - cultural

CULTURE COMMITTEE FINDINGS: 2015

Mandates

State regulations have been and will continue to be a structural element to professional culture that public school systems must deal with.

Confidence in one's ability to meet professional expectations is one cultural aspect. Adapting to change is another.

We must know the difference.

CULTURE COMMITTEE FINDINGS: 2015

Communication/Collaboration

- Communication of professional expectations must be clear and objective.
- Collaboration time must be expanded to properly address teaching/learning issues and students' needs.
- Distributive leadership efforts will continue, but communication responsibilities will need to be strengthened and embraced by all leaders (staff, administration, and officials) who are part of the decision-making process.

CULTURE COMMITTEE FINDINGS: 2015

Communication/Collaboration

- Communication expectations need to be anchored in the understanding of district/ school goals, policies and procedures, collective bargaining agreement, etc.

CULTURE COMMITTEE FINDINGS: 2015

Fear of Reprisal

- Deeper analysis is needed since “fear of” seems to be a symptom versus history of actual cases.
- Is distinction between reprisal and accountability necessary?
- Have regulations for performance (evaluation reform) played a factor?

WHAT HAS BEEN DONE?

- Expanded collaboration time within school schedules
- Reinstatement of Team Leader positions
- Instated Math Coordinator
- Expanded, distributive leadership roles for educators and participation at administration meetings

WHAT HAS BEEN DONE?

- Bimonthly meetings between principals and union representatives to address working conditions and expectations
- Monthly "Labor-Management" meetings involving Superintendent, UTA leadership, and senior administrators
- The Culture Committee and Labor-Management efforts are morphing

NEXT STEPS

- Continue with bi-monthly Principal/Union Representative meetings to address professional culture issues before they become problems.
- Continue with Culture Committee as being part of Labor-Management Meetings
- Survey staff bi-annually to learn areas to address in professional culture
- Ensure all appointed leaders in the district receive training in communication responsibilities, group management, and job expectations.

SUMMARY


- Over the past two decades, public schools systems across the country have dealt with significant turnover in leadership at the school, district, and school board levels.
- There is a correlation between change and confidence in meeting professional expectations.

SUMMARY

- Since 2007 (10 years), Uxbridge has experienced change with:
 - 4 Superintendents
 - 11 Principals
 - 4 Pupil Services Directors
 - 4 Curriculum Directors
 - 16 School Committee members

SUMMARY

- The current and future work of the Culture Committee needs to root its efforts in preparing our staff to adapt to inevitable change.
- This must involve improving communication and collaboration – but, above all, ensuring that we embrace our collective vision and professional training identified to better meet the needs of our students.

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11		5	6	7	8		10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
	29	30	31		25	26	27	28	29	30	31			
8/28 - Professional Dev. Day - No Classes					9/1-First Day of Pre-K					10/5 - Curriculum Inservice - 1/2 day				
8/29 - Teacher Orientation/Prep Day					9/4 - Labor Day, No School					10/6 - Professional Deve. Day - No Classes				
8/30 - Classes begin for all students					9/7-Grades 6-8- Meet the Teacher Night					10/9 - Columbus Day, No School				
8/30 - PK & K Open House					9/13-Grades 3-5 Meet the Teacher Night					10/19-H.S. Teacher Conferences				
8/31 - PK Open House					9/14-Grades 1 & 2 Only - Meet the Teacher Night									
8/31 - First Day of Kindergarten					9/21-H.S. Meet the Teacher Night									
NOVEMBER					DECEMBER					JANUARY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1		2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15		16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30							29	30	31		
11/10 - Veterans Day Observed- No School					12/7- 6-8 Conferences 1/2 day					1/2 - Classes resume				
11/16-Grades 3-5 Evening Conferences					12/7- 6-8 Evening Conferences					1/2-1/12- PK & K 2018-2019 Registrations				
11/16-PK Conferences - No PreSchool					12/8- Curriculum Inservice - 1/2 day					1/12- Professional Deve. Day - No classes				
11/16-PK - 2 Evening Conferences					12/22-Half Day for all students and staff					1/15 - Martin Luther King Day - No School				
11/17-K-2 Conferences - 1/2 day (No PreSchool)					12/25 - Winter Recess Begins					1/18-1/23-H.S. Mid Year Exams - 1/2 days				
11/17-Grades 3-5 Conferences - 1/2 day														
11/22 - Half Day for all students and staff														
11/23-24 - Thanksgiving Recess														
FEBRUARY					MARCH					APRIL				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2				1	2	2	3	4	5	6
5	6	7	8	9	5	6	7	8	9	9	10	11	12	13
12	13	14	15	16	12	13	14	15	16					
					19	20	21	22	23	23	24	25	26	27
26	27	28			26	27	28	29		30				
2/2-Grades 6-8 Conferences - 1/2 day					3/9 - Curriculum Inservice - 1/2 day					4/16 - Patriot's Day - No school				
2/9 - H.S. Half Day for Students					3/23-Grades 3-5 Conferences- 1/2 day					4/17-20 - April Vacation				
2/19- President's Day - No school					3/29- H.S. Half Day for Students									
2/20-23 - February Vacation					3/30-Good Friday									
MAY					JUNE					TELEPHONE NUMBERS				
M	T	W	T	F	M	T	W	T	F	Taft Early Learning Center				
	1	2	3	4					1	Grades PreK-2, (508) 278-8643				
7	8	9	10	11	4	5	6	7	8	Whitin Elementary School				
14	15	16	17	18	11	12	13	14	15	Grades 3-5, (508) 278-8640				
21	22	23	24	25	18	19	20	21	22	McCloskey Middle School				
	29	30	31		25	26	27	28	29	Grades 6-8, (508) 278-8634				
5/4 - Curriculum Inservice - 1/2 day					6/3 - UHS Graduation (Tentative)					Uxbridge High School				
5/24-PK Day/Evening Conf.-No PKSchool					6/4-Last day for PK					Grades 9-12, (508) 278-8633				
5/25-PK Day Conferences-No School for PK					6/5-Last day for K					Superintendent's Office (508) 278-8648				
5/25-H.S. Half Day for Students					6/8-6/13-H.S. Final Exams 1/2 Days					<input checked="" type="checkbox"/> Holidays/Vacations				
5/28 - Memorial Day - No School					6/14- Last day for students- 1/2 day for students					<input checked="" type="checkbox"/> Professional Deve. - No School for students				
					15-21 (5 days) Snow days					<input type="checkbox"/> Curriculum Inservice - 1/2 Day for students				

To: Mr. Kevin Carney, Superintendent
Dr. Richard Drolet, Director of Curriculum, Instruction, and Assessment

From: Michael Rubin, Principal

Date: February 7, 2017

Re: Program of Studies Revisions, 2017-18

Cc: Ms. Emily Luuri, Uxbridge High School Council Co-Chair
Mr. Michael DiMeglio, Assistant Principal
Ms. Stephanie Geddes, Director of Pupil Services

A high school academic program centers on a robust and comprehensive program of studies with a variety of courses in a number of disciplines. To that end, we are pleased to present the revisions to the Program of Studies for 2017-18. While we undertook a comprehensive review last year, we made several changes to suit the sequences of courses we have in the building, changes to specific programs, and the integration of new courses aligned with the Early College Initiative at Quinsigamond Community College.

Changes include:

- Linking the syllabus of Analytical Writing to College Writing at QCC, so the class may be taken for college credit, should certain stipulations be met;
- Linking the syllabus of Introduction to College Mathematics to two college mathematics classes at QCC, so the class may be taken for two college credits, should certain stipulations be met;
- Adjusting the sequence of courses in the visual arts department, including making some prerequisites clear;
- Changing Fundamentals of Algebra & Geometry I-II to a Conceptual Algebra class, followed by Algebra 1 in terms of sequence;
- Addition of a new Sociology elective in Social Studies;
- Addition of Computerized Integrated Manufacturing, pending grant approval from Project Lead the Way and the Massachusetts STEM Hub;
- Revising the sequence of courses in television/video to allow for a three-year sequence, utilizing all available technology;
- Addition of a Creative Movements class for Physical Education.

Finally, we have several changes with respect to Special Education, which have been completed in collaboration with our team chair, Ms. Lori Tobin, and the Director of Pupil Services, Ms. Stephanie Geddes

- Social Thinking (revised course), Executive Functioning (new), and Transitions (new) Courses, taught in alignment with Academic Support and/or elective classes, based on student needs;
- Pathways program designed to support students with Autism Spectrum Disorder, anxiety, and/or social/emotional challenges or needs;
- Phoenix Program designed to support students with behavioral or emotional needs, replacing Mosaic Program.Reduction of the number of "integrated" courses, with students supported in co-taught academic classes. (This replaces the Mosaic program).

We look forward to presenting these changes to the School Committee, having been approved unanimously by the Uxbridge High School Council on February 6, 2017, our rescheduled January 31 School Council meeting.

ENGLISH:

So14 ANALYTICAL WRITING

(College Prep)

Grade: 12 Credits: 1

Prerequisite: Freshman, Sophomore & Junior English.

This junior and/or senior seminar focuses on research and composition necessary for success in college. Students will refine research techniques and protocols for acquiring, annotating and citing secondary sources to support assertions in essays and other compositions. Additionally, students will practice writing college level compositions using MLA and APA formats, with an introduction to Chicago format as well. The goal is to prepare students of the research, formats, organization, techniques and content required in college-level composition as well as coping with deadlines and self-editing. Students must take a writing course senior year.

This class satisfies a requirement of the Global Competency Diploma.

So14Q ENGLISH COMPOSITION 101

(College Prep)

Grade: 12 Credits: 1

Prerequisite: Payment of \$100 to Quinsigamond Community College; Qualifying score on Accuplacer.

Aligned with Analytical Writing and Intro to English Composition at Quinsigamond Community College, this class follows the same syllabus as Analytical Writing but enables students to have their grades transfer, with a grade, to QCC and the state college system through QCC's Early College Initiative. Students write a minimum of four essays in multiple drafts in addition to shorter writing assignments, such as journals or discussion posts, with emphasis on audience awareness; critical thinking and reading; thesis development; organization; and grammatical correctness. Readings from various disciplines provide writing models and material for analysis of ideas. Students also evaluate, incorporate, and document sources from print, Internet, and library databases to support their writing.

This class satisfies a requirement of the Global Competency Diploma.

SOCIAL STUDIES:

S### SOCIOLOGY

(College Prep)

Grade: 10-12 Credits: 1

Prerequisite: None

This course examines the effects of societal reactions to current problems, possible alternatives to contemporary problems, and the relationships between varying groups in our society. The socialization process, culture, institutional structure of society, race relations and social change are some of the topics that are studied.

The goal of this course is to enable students by systematic study to acquire knowledge, skill and judgment to continue to learn for themselves; to participate intelligently, justly and responsibly in civic life and in the deliberation about local national and international issues; and to avail themselves of historical and cultural resources- historic sites, museums, parks, libraries, multimedia information sources-wherever they may live or travel.

MATHEMATICS:

S### CONCEPTUAL ALGEBRA

(College Prep Level 2)

Grade: 9 Credits: 2

Prerequisite: SEE NOTE ABOVE

This course includes a review of basic skills such as fractions, decimals, percents, order of operations, and estimation. New topics include introductory statistics, functions, beginning geometry, the use of variables in simple algebraic expressions, the solving and graphing of linear equations, and solving and graphing of inequalities in one and two variables. Students must supply their own scientific calculator.

Note: This class does not satisfy a Carnegie Unit of mathematics for the purpose of NCAA Clearinghouse eligibility.

S219 INTRODUCTION TO COLLEGE MATH

(College Prep)‡

Grade: 11- 12 Credits: 2

Prerequisite: Either successful completion of Algebra II and Geometry with current math teacher recommendation; or permission of C & I Leader.

This course is designed for the junior or senior who does not meet the prerequisite for Pre-Calculus. Topics include a review of algebra and geometry concepts, circular and right triangle trigonometry, sequences and series, introductory probability, and an introduction to statistics. Students must supply their own TI-83 Plus or TI-84 Plus graphing calculator.

This course may satisfy the requirement for the STEM competency diploma.

S219Q COLLEGE ALGEBRA: MAT 100

(College Prep)□

Grade: 11- 12 Credits: 1

Prerequisite: Qualifying score on Accuplacer. Payment of \$100 to Quinsigamond Community College.

Aligning with Introduction to College Math's first semester, This course continues the areas of study presented in Intermediate Algebra with more advanced treatment. Students perform arithmetic operations on rational expressions; solve equations with fractions; factor expressions; simplify complex fractions; simplify exponential expressions, roots, radicals, and rational exponents; solve linear systems using several techniques; use the midpoint and distance formulas; recognize and graph the equation of a circle; solve linear and absolute value inequalities; solve quadratic equations by completing the square and by using the quadratic formula; solve equations containing radicals or absolute values; and perform arithmetic operations on radical expressions and complex numbers. Students enrolled in this course pay \$100 to QCC as part of the Early College Initiative, earning college credit in the process.

This course may satisfy the requirement for the STEM competency diploma.

S219S TOPICS IN MATHEMATICS: MAT 101

(College Prep)□

Grade: 11- 12 Credits: 1

Prerequisite: Qualifying score on Accuplacer. Payment of \$100 to Quinsigamond Community College.

Aligning with Introduction to College Math's second semester, this course continues the areas of study presented in Intermediate Algebra with more advanced treatment. Students perform arithmetic operations on rational expressions; solve equations with fractions; factor expressions;

simplify complex fractions; simplify exponential expressions, roots, radicals, and rational exponents; solve linear systems using several techniques; use the midpoint and distance formulas; recognize and graph the equation of a circle; solve linear and absolute value inequalities; solve quadratic equations by completing the square and by using the quadratic formula; solve equations containing radicals or absolute values; and perform arithmetic operations on radical expressions and complex numbers. Students enrolled in this course pay \$100 to QCC as part of the Early College Initiative, earning college credit in the process.

⌘ This course may satisfy the requirement for the STEM competency diploma.

WORLD LANGUAGE:

S408 SPANISH V

(Honors)

Grade: 12 Credits: 2

Prerequisite: 80 or above in Honors Spanish IV/V or teacher recommendation.

Continuing the progression of study in the content language, this course will have a strong focus on Spanish grammar and expand on the oral, aural, and writing skills for students. Grammar and writing skills will be reviewed and refined through the use of literature, art and film. The class will be primarily conversational, with a focus on language use and real-world application.

TECHNOLOGY ENGINEERING:

S### COMPUTER INTEGRATED MANUFACTURING

(College Prep) □

Grade: 10-12 Credits: 2

Prerequisite: Passing Grade in Principles of Engineering; Teacher Recommendation

This class continues to the Project Lead the Way sequence, providing students exposure and mastery to elements of manufacturing and computer integrated manufacturing. In addition to CNC programming and developing skills with respect to the connectedness between the manufacturing process and the use of technologies, students will, using the engineering and design process, design and develop their own products.

Television Video: Renaming the three course sequence:

S355 INTRODUCTION TO TELEVISION/VIDEO

(College Prep) □

Grade: 9-12 Credits: 1

Prerequisite: None

This class is designed to study the methods, the reasons and the types of systems that are used to communicate. The focus is on the message planning and selecting a communication method.

Hands-on assignments will be in the areas of electronic communication, graphic layout, design and duplication, photography, photo composition using video production materials that may be broadcast on the educational channel of Local Access Television.

S356 VIDEO AND STUDIO PRODUCTION

(College Prep)⌘

Grade: 10-12 Credits: 1

Prerequisite: None

Video Production is an extension of Photography and Video Production with a concentration in video broadcasting. Students' participation is required in providing video programs of school events and community affairs. These events will become the featured stories in the student produced news show. This show will be broadcast on the educational channel of Local Access Television. Topics that will be covered include: video camera skills, scripting and storyboarding, non linear video editing, lighting, audio, electronic news gathering and studio broadcasting.

S357 ADVANCED VIDEO PRODUCTION

(College Prep)□

Grade: 10-12 Credits: 1

Prerequisite: A passing grade in Video and Studio Production

This course is designed to build on the skills gained in Video and Studio Production. Students will produce stories, short skits and movies centered around Uxbridge High School and the Uxbridge community. The video segments will be televised within Uxbridge High School, local access television, as well as distributed on school tube. Topics include: reinforcement of Pre-production planning, broadcasting methods, video composition and digital video editing with Final Cut Pro. In addition, Chromakey (green screen) and an introduction to the other extended software in Final Cut Studio will be used.

VISUAL ARTS:

Revised Courses:

S804 SCULPTURE & 3D Media Design

(College Prep)♣

Grade: 9-12 Credits: 1

Prerequisite: Art 1

Sculpture & 3D Media Design is a course in which students explore three dimensional techniques, methods, and materials. Students study the basic elements of design as they relate to 3-D form. The course emphasizes problem solving, incorporating basic additive, subtractive, and manipulative methods. Students also explore combinations of media and the resolution of 3-D design problems. Sculpture blends academic and technical understanding with creative development. Through this course, students will not only build confidence in her/his artistic ability, but they will build communication skills, heighten sensitivity to one's environment, and increase aesthetic awareness. Creative activities will encourage critical thinking, decision-making, and problem solving. Students will foster a respect for and appreciation of the arts, incorporation it into their everyday lives.

****S812 INDEPENDENT 2D/3D VISUAL ART MEDIA STUDY**

(College Prep)♣

Grade: 9-12 Credits: 1

Prerequisite: Permission and recommendation by Visual Arts Department Faculty

S814 PORTFOLIO/ HONORS ART

(Honors)♣

Grade: 11-12

Credits: 1

Prerequisite: Art 1, and minimum of 2 other visual arts courses

Portfolio/Honors Art is for serious artists who have a passion for art, a positive attitude, and a great work ethic. Students in this course must be self-motivated and dedicated to the course and their art in order to succeed. Students will work more independently, and therefore will be given more responsibility. Portfolio/Honors Art prepares the art student for the submission of their portfolio into art schools. Projects will include advanced portraiture, observational compositions, wheel thrown pottery, and studies in mixed media and design concepts. This course may be repeated for credit.

S360 Visual Communications I

(College Prep) ⌘

Grade: 9 – 12

Credits: 1

Prerequisite: None

This course will provide students with a glimpse into the field of visual communication. Students will develop creative problem solving skills through hands-on projects that are linked to the commercial applications and professional practices of graphic design, advertising, and visual storytelling. Projects will focus on the study of typography, logo design, digital imagery and manipulation, illustration, and basic composition techniques. This course introduces students to the vector-based software Affinity Designer, to create digital illustrations.

S810 COMMERCIAL ART

(College Prep)♣⌘

Grade: 11-12

Credits: 1

Prerequisite: Art 1 & Visual Communications I-II

Commercial Art will focus on the organization and design of visual aspects to communicate ideas that could potentially be used as examples of advertising and sales. Artists will be studied such as Andy Warhol, Norman Rockwell, and other artists that are major contributors to the field. Projects will be based on multiple art industries such as fashion design, illustration, industrial design, and photojournalism. Commercial Art will prepare students for future studies and many internships in the business, sales, and artistic disciplines.

S??? Digital Photography I

(College Prep) ⌘

Grade: 9 – 12

Credits: 1

Prerequisite: None

Students will study the methodology of digital photography techniques and communications. Instruction includes: operation of a digital SLR camera; camera systems and lens optics; dry mounting and presentation; elements and principles of design. Quizzes and homework will be given to supplement classroom instruction. This course introduces the student to the process of composing photographs, creating and designing with the raster-based software Acorn and Affinity Designer. The course focus will be on preparing photographic images for print and web applications and the different needs of each

medium. Students will learn the importance of file size and resolution, photo adjustment and manipulation, working with layers, masks, brushes and filters.

Visual Arts - New Courses:

S??? *Digital Photography II*

(College Prep) ☼

Grade: 9 – 12 Credits: 1

Prerequisite: Digital Photo I

Students will study the methodology of digital photography techniques and communications. Instruction includes: operation of a digital SLR camera; camera systems and lens optics; dry mounting and presentation; elements and principles of design. Quizzes and homework will be given to supplement classroom instruction. This course introduces the student to the process of composing photographs, creating and designing with the raster-based software Acorn and Affinity Designer. The course focus will be on preparing photographic images for print and web applications and the different needs of each medium. Students will learn the importance of file size and resolution, photo adjustment and manipulation, working with layers, masks, brushes and filters.

S??? *Digital Photography III*

(College Prep) ☼

Grade: 9 – 12 Credits: 1

Prerequisite: Digital Photo I & II

Students will study the methodology of digital photography techniques and communications. Instruction includes: operation of a digital SLR camera; camera systems and lens optics; dry mounting and presentation; elements and principles of design. Quizzes and homework will be given to supplement classroom instruction. This course introduces the student to the process of composing photographs, creating and designing with the raster-based software Acorn and Affinity Designer. The course focus will be on preparing photographic images for print and web applications and the different needs of each medium. Students will learn the importance of file size and resolution, photo adjustment and manipulation, working with layers, masks, brushes and filters.

S** *Visual Communications II***

(College Prep) ☼

Grade: 9 – 12 Credits: 1

Prerequisite: Art I & Visual Communications I, with a C or better.

This course continues to build upon skills obtained in Visual Communications I. Students use the vector-based software Affinity Designer, to create digital illustrations. This course will challenge students to think about how their work can be used in real life commercial applications and professional practices of graphic design, advertising, and visual storytelling. Projects will focus on developing an understanding of the design process and pushing design boundaries. Projects will concentrate on more advanced design

and layout techniques, including posters and package design. There will be an increased focus on developing innovative and creative solutions. Students will further explore the creative capabilities of computer technology as it relates to the design world. This course is highly recommended for students interested in pursuing a career in Graphic Design.

PHYSICAL EDUCATION/WELLNESS

S9??? CREATIVE MOVEMENTS

Grades: 10-12 Credits: 1

Prerequisite: Teacher Recommendation/Approval

(Students may repeat this course for credit)

This course is designed to allow students the opportunity to participate in a wide variety of creative movements. The course will have a strong emphasis on peer collaboration. Units may include yoga, pilates, step aerobics, zumba, interpretive dance, square dancing, and line dancing.

COMPETITIVE ATHLETICS HAS BEEN REMOVED.

STUDENT SERVICES:

Phoenix:

The Phoenix program is a highly structured, behaviorally oriented educational program for both general and special education students. The goal of this specialized program is to work on solutions for the behavioral issues of students in order to provide these students with equal access to the traditional academic program of standard curriculum students. Students participate in a "Transitions" course as well as an Academic Support class within the Phoenix home-base. "Transitions" will focus on independent living and the skills needed in order to succeed in life after high school. Their courses are taught by a Special Education teacher and they are supported in their core classes, as needed, by a paraprofessional. Related services such as occupational therapy and/or speech-language services are provided according to the student's IEP. An Adjustment Counselor also supports the program and will conduct regularly scheduled counseling sessions.

Should a modified schedule be identified as a possible need, the Team will convene a meeting to determine next steps. The Team shall consist of the student, family, Special Education teacher, Adjustment Counselor, Guidance Counselor, at least one General Education teacher, and building administration.

In addition, all in-school suspensions at UHS will be housed within this classroom.

Pathways

The Pathways program is a highly structured program intended to provide supports for students with challenges ranging from autism spectrum disorder, to school phobia, or challenges in the realm of the social-emotional.

(A full description will be forthcoming).

- Executive Functioning
- Transitions
- Social Thinking - just a change in credits.

Note:

In these cases, the team will schedule in coordination with elective courses and/or academic support in order to facilitate the scheduling and meet the needs of students.

Uxbridge Public Schools

PROFESSIONAL DEVELOPMENT PLAN

2017-2020

Developed by: Director of Curriculum, Instruction, & Assessment,
Professional Development Team, IT Director, Pupil Services Director

Date: January, 2017

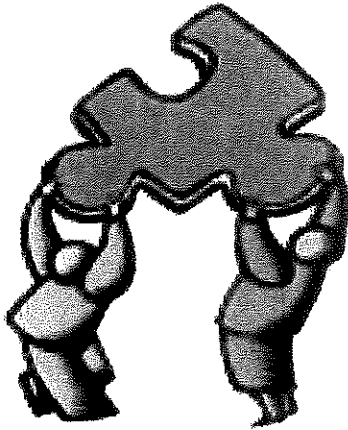


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Executive Summary

The Uxbridge Public Schools District has created a three-year Professional Development Plan. We want to deliver high-quality professional development for teachers, increase the relevance of learning for students, and increase student achievement. We have identified five main focus areas:

- o PK-5 Literacy
- o K-8 Math
- o Enhancement of STE (Science/Technology/Engineering) Instruction and Training
- o Instructional Technology Integration
- o Project-Based Learning
- o Special Education Achievement

This document describes the components of the Professional Development Plan, as prepared by the administration and Professional Development Team. There are four components to this plan:

- Section 1: Why a Professional Development Plan is Needed in Our District
- Section 2: Professional Development Vision Statement
- Section 3: Professional Development Goals
- Section 4: Professional Development Action Plan Maps

1. Why a Professional Development Plan is Needed in Our District

The Uxbridge Public School District has identified the need for a formalized Professional Development Plan based on the following:

***TRAINING:** Teachers have not received sufficient training in ELA and literacy, and there is a need for additional training, as a result of the increased rigor of the 2011 MA Curriculum Frameworks. These new curriculum frameworks incorporated the Common Core State Standards and they will assist Uxbridge students to become more competent in 21st century skills.

***TURNOVER IN INSTRUCTIONAL LEADERSHIP:** There have been at least four different Curriculum Directors in the past 7 years, as well as continued principal turnover. This instability in leadership has contributed to differences in coordinating professional training for teachers, as well as inconsistencies in messaging to teachers from instructional leaders. We need to keep our professional training aligned with district goals and district priorities, despite who leads our district, as well as how long they have served in this capacity.

***CURRICULUM ALIGNMENT:** There is a need to better align our curriculum and instruction, both horizontally and vertically. MCAS analysis reveals that our students, particularly at the elementary level, continue to perform average when compared with the state, or below average when compared to like-districts in the state and several neighboring communities. There have been low SGP (Student Growth Percentile) scores at the elementary level in recent years.

***BUDGETING:** Uxbridge has been spending significantly less on professional development than most districts in the entire state. The state average for professional development spending is \$197 per student. Uxbridge spends \$39 per student, or \$158 less per student than the state average. See the table on page 5 for a breakdown of spending on professional development spending in Blackstone Valley districts.

In closing, if professional development for teachers is not a priority in Uxbridge, students may not be exposed to the best possible instructional techniques or practices.

BLACKSTONE VALLEY DISTRICTS

Professional Development (most recent data FY15)	Per Pupil Cost
Blackstone Valley Tech	\$217
Northbridge	\$169
Bellingham	\$130
Grafton	\$119
Milford	\$111
Blackstone-Millville	\$92
Oxford	\$83
Hopedale	\$72
Sutton	\$57
Mendon-Upton	\$51
Uxbridge	\$39
Douglas	\$33

2. Professional Development Vision Statement

The Uxbridge Public Schools aim to provide professional development opportunities for staff that enable our educators to be lifelong learners. Our goal is to support a learning environment that is intellectually and creatively stimulating for staff and children alike. We want to enhance our educators' and our students' critical thinking skills, collaborative problem solving skills, and leadership skills.

If we structure professional development and collaboration that is centered in identifying instructional practices that work well with students, and if we provide differentiated learning opportunities that are practical, relevant, and thought provoking for our educators, then we will increase teacher efficacy and educator effectiveness. We strive to increase teacher and student engagement in order to improve student achievement and enhance professional collaboration.

All educators will act upon the belief that every educator can improve, and every student can achieve at high levels. All educators will actively collaborate with colleagues, and promote the use of innovative and effective instructional techniques.

3. Professional Development Goals

Goal 1: PK-5 LITERACY

- *To train educators in using instructional strategies in close reading and writing to text
- *To ensure high-quality core reading instruction is implemented
- *To establish consistent, rigorous and progressive instructional practices
- *To increase literacy achievement for students receiving special education services
- *To increase the quality of student writing through daily explicit writing instruction
- *To articulate and enact a literacy assessment plan that identifies grade-specific proficiency expectations in reading and writing

Goal 2: K-8 MATH

- *To ensure high-quality core mathematics instruction is implemented
- *To utilize Math in Focus instructional materials to maximize student mathematical reasoning and understanding
- *To increase mathematics achievement for students receiving special education services
- *To create and utilize common assessments in mathematics
- *To provide additional professional development for teachers related to brain research and effective instructional strategies/practices
- *To familiarize high school math teachers with our K-8 Math in Focus series

Goal 3: ENHANCEMENT OF STE (Science and Technology/Engineering) INSTRUCTION AND TRAINING

- *To horizontally and vertically align K-8 science instruction

- *To incorporate a more inquiry-based, collaborative inquiry model of science instruction
- *To infuse increased opportunities for students to write about their carrying out investigations, analyzing and interpreting data, and engaging in argument from evidence
- *To increase course offerings in science and technology/engineering

Goal 4: INSTRUCTIONAL TECHNOLOGY INTEGRATION

- * Follow IT Director's updated technology upgrade plan
- *To increase technology tools for student and teacher classroom use
- *To utilize technology to increase student engagement and better personalize learning for students

Goal 5: PROJECT-BASED LEARNING

- *To provide students with varied experiences to target their individual learning needs and to build essential skills required for the competitive workforce
- *To increase dual enrollment and internship opportunities for students to partner with area colleges and businesses
- *To provide released time for some teachers to observe other districts engaged in project-based learning

Goal 6: SPECIAL EDUCATION ACHIEVEMENT

- *To implement current best practice with regards to the IEP process
- *To increase our inclusive practices
- *To increase literacy achievement for students receiving special education services (also already outlined in *PK-5 literacy* goal)
- *To increase mathematics achievement for students receiving special education services (also already outlined in *K-8 math* goal)

4. Professional Development Action Plan Maps

Goal 1: PK-5 LITERACY

Action Step	Participants	Timeline	Anticipated Outcome
To train educators in using instructional strategies in close reading and writing to text	Curric. Dir, Principals, All teachers	2016-17, then ongoing	Instruct students how to act as "detectives" in looking for clues to cite textual evidence, know the author's purpose, analyze how a text works, and better answer what a writing prompts demands
To ensure high-quality core reading instruction is implemented	Curric. Dir, C&I Leaders, Principals, Team Leaders, Reading Specialists, Teachers	2017-18, 2018-19, then ongoing	Increase the use of successful instructional practices Engage in high-quality PD Implement common phonics instruction Develop Units of Study
To establish consistent, rigorous and progressive instructional practices	Curric. Dir, C&I Leaders, Principals, Literacy Initiative Leaders, Reading Specialists, Teachers	2017-18, 2018-19, then ongoing	Establish uniformity for reading service delivery Review student data to progress monitor and track student growth over time Provide differentiated literacy intervention and enrichment for all students
To increase literacy achievement for students receiving special education services	Pupil Serv. Dir., Reading Specialists, Teachers	2017-18, 2018-19	Increase effectiveness of specialized literacy programs utilized by special education teachers for at-risk students

<p>To increase the quality of student writing through daily explicit writing instruction</p>	<p>Curric. Dir, C&I Leaders, Principals, LILs, Teachers</p>	<p>2017-18, 2018-19, 2019-20</p>	<p>Create a working knowledge of best practices in the explicit teaching of writing</p> <p>Provide teachers with common PD (Writer's Workshop) and tools (rubrics) for writing</p> <p>Give students additional opportunities to communicate through writing across content areas</p>
<p>To articulate and enact a literacy assessment plan that identifies grade-specific proficiency expectations in reading and writing</p>	<p>Curric. Dir, C&I Leaders, Principals, Team Leaders, LILs, Reading Specialists, Teachers</p>	<p>2017-18, 2018-19</p>	<p>Use reliable identification for at-risk students in order to increase the number of students meeting grade-equivalent benchmarks</p> <p>Develop and identify uniform formative assessment tools and writing prompts to measure student progress</p> <p>Document the scope and sequence of the writing curriculum</p>

Goal 2: K-8 MATH

Action Steps	Participants	Timeline	Anticipated Outcome
To ensure high-quality core mathematics instruction is implemented	Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Principals, C&I Leader	2016-17, then ongoing	Ensure Math in Focus in being utilized to its intent Develop and refine math units and scope and sequence Establish uniformity for mathematics service delivery
To utilize Math in Focus instructional materials to maximize student mathematical reasoning and understanding	K-5 Math Coordinator, 6-8 Math Specialist, Principals, Teachers	2016-17, 2017-18, then ongoing	Ensure students have a concrete and abstract understanding of mathematical concepts Utilize resources the district has provided to support the full implementation of Math in Focus
To increase mathematics achievement for students receiving special education services	Pupil Serv. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Teachers	2017-18, 2018-19	Increase effectiveness of the math program and interventions utilized by all teachers for students with math goals in their IEPs
To create and utilize common assessments in mathematics	Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Principals, C&I Leader	2016-17, 2017-18, 2018-19, then ongoing	Provide consistent horizontal math assessments across grade levels

<p>To provide additional professional development for teachers related to brain research and effective instructional strategies/practices</p>	<p>Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Principals, C&I Leader</p>	<p>2018-19, then ongoing</p>	<p>Improve pedagogical understanding of teaching mathematic reasoning</p> <p>Increase student engagement</p>
<p>To familiarize high school math teachers with our K-8 Math in Focus series</p>	<p>Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, C&I Leader, Teachers</p>	<p>2018-19, then ongoing</p>	<p>Improve high school teacher's knowledge of our K-8 mathematics scope and sequence (i.e. what is taught at each grade level)</p> <p>Improve student transitions from middle school to high school</p> <p>Increase awareness of pedagogical shifts in instructional practices in mathematics</p>

GOAL 3: ENHANCEMENT OF STE (Science/Technology/Engineering) INSTRUCTION AND TRAINING

Action Steps	Participants	Timeline	Anticipated Outcome
To horizontally and vertically align K-8 science instruction	Curric. Dir., C&I Leaders, Team Leaders, Principals, Teachers	2016-17, 2017-18, then ongoing	Implement more consistent science instruction, including eliminating redundancies as well as addressing gaps in topics being taught at grade levels Develop Units of Study and lessons to incorporate NGSS (Next Generation Science Standards) and inquiry-based instruction
To incorporate a more inquiry-based, collaborative inquiry model of science instruction	Curric. Dir., C&I Leaders, Principals, Team Leaders, Teachers	2016-17, 2017-18, 2018-19, then ongoing	Engage in high-quality PD Increase the use of successful instructional practices Plan lessons to include hands-on tasks and the use of critical thinking skills
To infuse increased opportunities for students to write about their carrying out investigations, analyzing and interpreting data, and engaging in argument from evidence	C&I Leaders, Principals, Team Leaders, Teachers	2016-17, 2017-18, then ongoing	Use knowledge of best practices in the explicit teaching of writing in response to text and interpreting data Give students additional opportunities to communicate through writing across the science and technology/engineering content areas

To increase course offerings in science and technology/engineering	Curric., Dir., Principals	2017-18, 2018-19, 2019-20	Add and/or revise UHS and McCloskey Middle School courses in science and technology/engineering, such as PLTW (Project Lead the Way)
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Goal 4: INSTRUCTIONAL TECHNOLOGY INTEGRATION

Action Steps	Participants	Timeline	Anticipated Outcome
Follow IT Director's updated technology upgrade plan	School Committee, Supt., IT Director, Curric. Dir., Tech Support Personnel	2017-2020	<p><u>Year 1 (2017-18)</u></p> <p>Continued UHS iPADS</p> <p>Taft/Whitin computer upgrades (including 4 projector carts at each school)</p> <p>2 mobile-based labs at Whitin</p> <p>1 mobile-based lab at McCloskey</p> <p>Infrastructure for Taft Stage 1</p> <p>Increase bandwidth Stage 1</p> <p><u>Year 2 (2018-19)</u></p> <p>Continued UHS iPADS</p> <p>Laptops for teachers at McCloskey and Whitin</p> <p>8 mobile-based carts at Taft/Whitin</p> <p>Infrastructure for Taft Wifi Stage 2</p> <p>Increase bandwidth Stage 2</p>

			<p><u>Year 3 (2019-20)</u></p> <p>Continued UHS iPADS</p> <p>Replacement laptops for UHS teachers</p> <p>Laptops for Taft teachers</p> <p>12 mobile based carts at Taft/Whitin/McCloskey</p> <p>Increase bandwidth Stage 3</p>
To utilize technology to increase student engagement and better personalize learning for students	IT Director, Principals, Teachers	2017-18, 2018-19, then ongoing	<p>Meet expectations for students to be able to learn and practice 21st century skills, as well as be prepared for college and careers</p> <p>Utilize more online-based learning systems for students to continue to learn at home (IXL, Assisments, Google classroom, Khan Academy, flipped classroom, etc.)</p> <p>Set up new structures (maker spaces, BYOD, student technicians) to increase technology integration for students</p>
To increase technology tools for student and teacher classroom use	School Committee, Business Manager, IT Director, Curric. Dir., Principals	2017-18, 2018-19, 2019-20	<p>Increase hardware and software throughout the district to add more relevance to student learning</p> <p>Meet the need for state testing (MCAS Next Generation) demands to be completed online</p>

Goal 5: PROJECT-BASED LEARNING

Action Steps	Participants	Timeline	Anticipated Outcome
To provide students with varied experiences to target their individual learning needs and to build essential skills required for the competitive workforce	Guidance Counselors, Teachers	2017-18, 2018-19, then ongoing	Provide students with increased opportunities to make learning relevant and practical for students in the 21 st century
To increase AP, dual enrollment, and internship opportunities for students to partner with area colleges and businesses	Curric. Dir., UHS Principal, Guidance Counselors, Teachers	2017-18, 2018-19, then ongoing	Increase AP classes, internship opportunities, and dual enrollment opportunities (UHS courses that can be taken for college course credit) being offered at UHS
To provide released time for some teachers to observe other districts engaged in project-based learning	Teachers	2017-18, then ongoing	Provide teachers with differentiated professional development in order for them to bring creative, new ideas to the Uxbridge Increase student engagement, relevance of learning, and critical thinking skills

Goal 6: SPECIAL EDUCATION ACHIEVEMENT

Action Steps	Participants	Timeline	Anticipated Outcome
To implement current best practice with regards to the IEP process	Pupil Serv. Dir., Special Education Teachers and Special Education Professional Staff	2017-18, then ongoing	Implement consistent procedures PK-12+ for the IEP process (i.e. eligibility determination, transition processes, meeting deadlines, creating measureable goals, etc.)
To increase our inclusive practices	All Teachers, Paras, ABAs	2017-18, 2018-19, 2019-20, then ongoing	Provide service within the least restrictive environment Increase abilities of staff to collaborate and provide consistent implementation of services throughout the school day
To increase literacy achievement for students receiving special education services (also already outlined in <i>PK-5 literacy</i> goal)	Pupil Serv. Dir., Reading Specialists, Teachers	2017-18, 2018-19	Increase effectiveness of specialized literacy programs utilized by special education teachers for at-risk students
To increase mathematics achievement for students receiving special education services* (also already outlined in <i>K-8 math</i> goal)	Pupil Serv. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Teachers	2017-18, 2018-19	Increase effectiveness of the math program and interventions utilized by all teachers for students with math goals in their IEPs

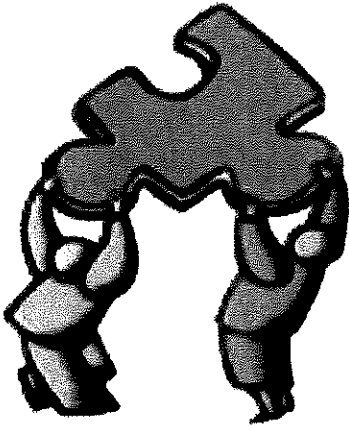
Massachusetts District Literacy Action Plan

Uxbridge Public Schools

Uxbridge, Massachusetts

Developed by: Director of Curriculum, Instruction, & Assessment,
Elementary School English/Language Arts Curriculum & Instruction
Leaders, Elementary School Principals, Elementary School Reading
Specialists, Elementary School Special Educators, Elementary School
Teachers, Elementary School Team Chairs, and the Director of Pupil
Services

Date: January 11, 2017



Acknowledgements

The Massachusetts District Literacy Action Plan found in this document was created using literacy partnership grant funds provided by the Massachusetts Department of Elementary and Secondary Education's Office of Literacy. As part of that project, PCG Education prepared the *Guidelines for Developing an Effective District Literacy Action Plan* for the Massachusetts Department of Elementary and Secondary Education in Fall 2009. This plan template corresponds to the *Guidelines* document.

We would like to acknowledge the members of our team that worked on the literacy action plans:

Dr. Rich Drolet, Director of Curriculum, Assessment and Instruction
Mrs. Stephanie Geddes, Director of Pupil Services
Ms. Marla Sirois, Principal of Taft Early Learning Center
Ms. Lori Fafard, Principal of Whitin Elementary School
Mrs. Sharon Manz, Taft ELC Curriculum & Instruction Leader/Reading Specialist
Mrs. Linda Simonds, Whitin Curriculum and Instruction Leader/5th Grade Teacher
Mrs. Lisa Hartman, Reading Specialist
Mrs. Sharon Michalewski, Whitin ES Classroom Teacher
Mrs. Lynda Benoit-Ashby, Whitin ES Special Education Teacher
Mrs. Sue Haughey, Taft ELC Special Education Teacher
Mrs. Karen Isabelle, Special Education Team Chair

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Executive Summary

Both the Uxbridge Public Schools District Improvement Plan and the Uxbridge Elementary Schools Improvement Plans focus on the need to improve literacy instruction in the Uxbridge Elementary Schools, PK to 5. *We have a shared sense of urgency.* Grades 3-5 state test scores (MCAS Spring 2016) are low. There is an identified need to examine the state of the current core literacy instruction, the reading and writing assessment tools, the response to intervention for struggling students, the monitoring of student progress, and the plans for the future.

This literacy action plan specifies a literacy vision statement and identifies the key action steps proposed to achieve this objective. Our overarching goal is to increase student achievement through the delivery of high quality, consistent core literacy instruction. To reach our goal, we have identified six main focus areas:

- o Response to Intervention
- o Reading Instruction
- o Writing Instruction
- o Specialized Reading Instruction
- o Development of an Assessment Framework
- o Increase in Parent Involvement

This document describes the components of the district literacy action plan, as prepared by the Director of Curriculum, Instruction and Assessment, the two elementary school principals, the Director of Pupil Services, elementary school Team Chairs, reading specialists, special educators, and classroom teachers. There are eight components to this plan:

- Section 1: Connection Between the District Literacy Action Plan and Other District Goals/Improvement Plans
- Section 2: Why a District Literacy Action Plan is Needed in Our District
- Section 3: Literacy Vision Statement
- Section 4: District Literacy Improvement Goals
- Section 5: Action Plan Maps
- Section 6: Plan for Assessing and Reporting District Progress
- Section 7: District Expectations and Supports for Schools
- Section 8: District Literacy Team Membership

1. Connection Between the District Literacy Action Plan and Other District Goals/Improvement Plans

The following literacy-related goals for the district were presented to the Uxbridge School Committee by Superintendent Kevin Carney, as well as the Director of Curriculum, Instruction, and Assessment Dr. Rich Drolet in September/October of 2016:

District Improvement Goal: 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.

Key Actions

*Professional development opportunities, faculty meetings, 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.

*Adjustments and additions to existing curriculum maps will be made based on teacher feedback.

*Writing strategies such as POW, MEEET, and quick write will be used. Writing to exhibit mastery of content, process, and critical thinking skills will be incorporated into each content area.

Key Benchmarks/Outcomes

*Effective literacy teaching strategies will be observable in all classrooms throughout the district on a consistent basis.

*Common rubrics assessing student writing, and protocols for analyzing student work, will be implemented for all teacher teams.

(part of) **Superintendent Goal 1:** The Professional Development Committee will draft a three-year Professional Development Plan that addresses the instructional training needs for our educators. Specialized training for educators working in inclusion models will be a focus.

Superintendent Goal 2: 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.

Key Actions

*On a weekly basis, instructional leaders will collect student writing samples and review with departments/grade level teams for prompts and rubrics on a monthly basis.

Key Benchmarks

*Educators will strengthen students' assessment skills to gauge progress on reading and writing tasks.

*Educators will strengthen critical thinking questions and activities through writing prompt expectations.

- *The Professional Development Committee, in collaboration with Special Education leaders, will be able to identify and coordinate specialized training for educators working in inclusion models.
- *Pull-out instruction that is currently taking place in inclusion models will significantly reduce.

from Taft's School Improvement Plan

By June 2018, all teachers, in collaboration with the Taft Literacy Curriculum and Instruction Leader, reading specialists, and special educators, will build and revise lessons based upon the skills outlined in the Massachusetts State Standards for Literacy. Teachers will focus on the integration of higher order thinking skills and clearly defined learning expectations.

from Whittin's School Improvement Plan

- *All teachers will instruct students in SRSD (Self Regulated Strategy Development) to use the MEET graphic organizer in ELA, and the POW acronym in Math, for written responses to text for all students.
- *Teachers will design well-structured lessons that follow the SRSD for writing-response to text and Open Response Questions.
- *Analysis of student work related to SRSD (MEET & POW) will take place at Team Planning Meetings.
- *Teachers will continue to analyze student work data and monitor students that require RTI three times per week in literacy.
- *Teachers will analyze benchmark data (STAR Reading) three times per year and adjust practice based on the results.
- *Teachers will use integrated units, Leveled Literacy Intervention, Foundations, SRSD, and Empowering Writers to support instruction and assist student growth in literacy.

In addition, the District's DRAFT Strategy Overview is now being formed. From the **District DRAFT Strategy Overview:**

- *Implement a comprehensive literacy plan.
- *Adapt best practices for inclusion models that better meet the needs of all learners.
- *Inventory the K-5 reading program and design the district's literacy initiative to include materials, resources, training, and staffing.
- *Professional development and training will focus on strengthening instructional strategies in literacy across all disciplines, enhancing students' critical thinking organization skills, communication skills, problem-solving skills through technology, and self-driven learning.

In summary, we need to improve reading and writing performance in grades PK-5. We should look at the following:

- o Adopt and use a universal screener for reading
- o Create individual reading intervention plans
- o Review and revise the district's systems for reading supports and interventions
- o Review and perhaps revise the elementary core reading program
- o Conduct a review of student assessment data and implement appropriate professional development and revise systems of supports and intervention

In addition, here are some things we need to do to improve PK-12 teaching and learning and to support high levels of student growth and achievement:

- o Review and revise curriculum maps in ELA, making sure the integration of the Common Core State Standards is happening
- o Create and/or revise common assessments in ELA
- o Integrate technology to support teaching and learning in reading and writing
- o Add more challenging tasks for high-level learners

To review and revise reading supports and interventions for at-risk students, we need to:

- *Select and administer a universal screener
- *Establish eligibility and exit criteria
- *Progress monitor student achievement
- *Implement strategic intervention using the Leveled Literacy Intervention System
- *Establish professional learning community data teams led by the building Data Team Leader

2. Why a District Literacy Plan is Needed in Our District

The Uxbridge Public School District identified the need for a unified plan for literacy at the elementary level based on an extensive review of the results of the Massachusetts Comprehensive Assessment System results. Additionally, data from the Renaissance Learning STAR Reading Assessment, Developmental Reading Assessment (DRA-2) and QRI-5 revealed a need to examine and improve upon our literacy curriculum.

Our elementary students continue to perform average when compared with the state, or below average when compared to like-districts in the state and several neighboring communities on the English Language Arts MCAS. There have been low SGP (Student Growth Percentile) scores at the elementary level in recent years.

The increased rigor of the 2011 MA Curriculum Frameworks for ELA and Literacy and the need for students to become competent in 21st century skills have also contributed to the examination of the elementary literacy program. We know that literacy is key to academic success in all content areas. This, combined with the necessity of students to think critically, speak analytically, read across genres, and write across all content areas at a young age is paramount for our students to be successful.

Whitin ELA MCAS ORQ

(open response question) **average scores**

Grade 3: 1.84 (one ORQ only)

Grade 4: 1.68, 1.44, 1.43, 1.29 (four ORQs)

Grade 5: 2.16, 1.61, 1.35, 1.57 (four ORQs)

UPS District Goal for ORQ scores is 2.5

*If every child was a perfect writer we would get a 4.0 average

0-1=Warning; 1-2=Needs Improvement; 2-3=Proficient; 3-4=Advanced

Whitin ELA 2016 MCAS Proficiency Scores

Grade 3: 53% Proficient or better (STATE: N/A this year)
(57% last year in 2015; STATE: 60% last year in 2015)

Grade 4: 46% Proficient or better (STATE: N/A this year)
(53% last year in 2015; STATE: 54% last year in 2015)

Grade 5: 66% Proficient or better (STATE: N/A this year)
(67% last year in 2015; STATE: 71% last year in 2015)

School-wide Whitin was 55% Proficient or better in ELA

Uxbridge Public Schools

ELA Student Growth Percentile Scores

2015 & 2016

Grade Level	ELA 2015	ELA 2016
Gr. 4 Whitin	32	32
Gr. 5 Whitin	38	38
Gr. 6 MMS	39	41
Gr. 7 MMS	42	61
Gr. 8 MMS	45	65
Gr. 10 UHS	47	54

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3. Literacy Vision Statement

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

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.

There are identified expectations that support student learning and relate to the literacy goals already embedded in district, school improvement plan, superintendent, principal, and teacher goals. All educators will act upon the belief that, with appropriate supports, every student can achieve at high levels. All educators will share responsibility for the learning of all students by actively collaborating with colleagues, and personalize and differentiate instruction to engage and challenge learners at all levels.

The vision for literacy instruction in our elementary schools is to provide a progressive, research-based approach that is aligned with the Common Core Standards and incorporates phonemic awareness, phonics, vocabulary, fluency, reading comprehension, and writing skills. We expect all staff members in our elementary schools to implement the reading and writing instruction in the classroom, in addition to providing specific interventions for at-risk students and high quality programs for students on education plans.

More specifically, teachers will

- Devote a required amount of time to literacy instruction
- Meet regularly with small groups of children for guided reading
- Use regular common assessments to inform instruction
- Integrate literacy across all curriculum areas
- Use technology to enhance literacy instruction
- Engage in professional development
- Collaborate with colleagues to share best practices
- Communicate regularly with families to share information

It is our goal that children will develop a lifelong love of literacy, while reading for meaning, writing with a purpose, speaking to communicate information, listening for understanding, and transferring these skills to new situations.

4. District Literacy Improvement Goals

Student Achievement Goals in literacy as presented in the 2016-17 Uxbridge Public Schools District Improvement Goals: 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.

Student Achievement Goal in literacy as presented in the Superintendent's 2015-16 Goals: The district average on MCAS Open Response questions in ELA and Mathematics will be 2.5 or higher.

Action Goals presented in this DRAFT 2016 Literacy Action Plan

Goal 1:

To ensure high quality core reading instruction is implemented with fidelity. Utilize guided reading for all students. Adopt a balanced literacy program, including a comprehensive reader's and writer's workshop model.

Goal 2:

To establish consistent, rigorous and progressive instructional practices throughout grades PK-5, ensuring that the Response to Intervention (RTI) model meets the needs of those students who are reading below grade level benchmarks and enables all students to be successful readers, writers, and thinkers.

Goal 3:

To increase literacy achievement for students receiving special education services.

Goal 4:

To increase the quality of PK-5 student writing through daily explicit writing instruction based on Common Core State Standards.

Goal 5:

To articulate and enact a PK-5 literacy assessment plan that identifies assessment tools, a calendar for assessment administration, protocols for data collection and analysis, and a continuum of expectations for grade-specific proficiency in reading and writing.

Goal 6:

To increase student literacy achievement by strengthening the community-school partnership.

5. Action Plan Maps

Goal 1: To ensure high quality core reading instruction is implemented with fidelity. Utilize guided reading for all students. Adopt a balanced literacy program, including a comprehensive reader's and writer's workshop model.

Action Steps	Participants	Timeline	Anticipated Outcome
Conduct school visits to learn more about the implementation of a balanced literacy program	Curriculum Director, Principals, C&I Leaders, Grade Level Reps, and Special Educators	December 2016 – June 2017	To increase awareness of successful instructional practices To include teaching staff in the process of adopting new approaches to reading instruction To increase awareness of challenges and benefits of implementation processes
Identify and facilitate professional development needed Establish an ongoing professional development calendar	Curriculum Director, C&I Leaders, Principals, Pupil Services Director, Prof. Dev. Team	December 2016 – May 2017	To schedule an overview of needed professional development at each building from 2017-2020 To map out literacy professional development at the elementary schools for the 2017-18 school year
Inventory and update PK-5 classroom libraries to reflect the Common Core State Standards and the need for more non-fiction texts	C&I Leaders, Reading Specialists, Classroom and Special Education Teachers	Spring 2017	To increase resources in all PK-5 classrooms
Initial adoption of Balanced Literacy	All Elementary Staff	September 2016 – June 2017	To incorporate and provide consistency in best practices for literacy instruction across grade levels

<p>Explore how <i>Foundations</i> is being utilized K-3</p>	<p>Curriculum Director, Principals, C&I Leaders, Reading Specialists, Classroom and Special Education Teachers</p>	<p>Winter/ Spring 2017</p>	<p>To do a crosswalk of what is being taught in each grade</p> <p>To implement common phonics instruction using the <i>Foundations</i> program</p>
<p>Inventory what is currently being taught at each grade in the Uxbridge elementary schools</p>	<p>Curriculum Director, C&I Leaders, Principals, Reading Specialists, Classroom and Special Education Teachers</p>	<p>Winter/ Spring 2017</p>	<p>To consolidate resources and determine what needs to be taught at each grade-level</p> <p>To develop Units of Study</p> <p>To facilitate collaborative conversations to increase awareness of how literacy is taught in Uxbridge</p> <p>To identify gaps in instruction and essential skills needed at each grade-level</p>

Goal 2: To establish consistent, rigorous and progressive instructional practices throughout grades PK-5, ensuring that the Response to Intervention (Rti) model meets the needs of those students who are reading below grade level benchmarks and enables all students to be successful readers, writers, and thinkers.

Action Step	Participants	Timeline	Anticipated Outcome
Examine current reading support model at the elementary schools	Curriculum Director, C&I Leaders, Principals, Reading Specialists, Special Education Teachers	December 2016 – December – 2017	To establish common procedures for reading service delivery To increase effectiveness and uniformity of service delivery
Utilize Leveled Literacy Intervention (LLI) as a primary intervention for at-risk students	Curriculum Director, Principals, Reading Specialists	September 2017	To establish uniformity of service delivery at the elementary school level
Use prescribed progress monitoring tools in 6-8 week intervals	Reading Specialists, Special Education Teachers	October 2017 – June 2018	To review student data and track student growth and achievement over time
Review LLI program	Curriculum Director, Principals, Reading Specialists	May – June 2018	To determine effectiveness of LLI in student growth and achievement

Review of student data	C&I Leaders, Principals, Reading Specialists, Classroom Teachers, Principals.	November 2017 – June 2018	To progress monitor and track student growth and achievement over time.
Establish entrance and exit benchmarks	Curriculum Director, C&I Leaders, Principals, Reading Specialists	September 2017 - September 2018	To establish uniformity of service delivery and to make best use of resources available with the goal of increasing student achievement
Create school-wide literacy schedules and intervention blocks	Principals, Teacher-Leaders, C&I Leaders	Spring – September 2017	To implement common and consistent times for literacy to be taught in grade-level classrooms To provide differentiated literacy intervention and enrichment for all students

GOAL 3: To increase literacy achievement for students receiving special education services.

Action Step	Participants	Timeline	Anticipated Outcome
Compare literacy data of students with IEPs to regular education students	Pupil Services Director, Evaluation Team Chairs, Special Educators, Principals, Classroom Teachers	Ongoing	To identify overall trends in strengths and deficiencies To provide consult time for regular education and special education staff
Examine individual student growth data in literacy for students with IEPs	Reading Specialists, Classroom Teachers, Special Educators	November 2017 – January 2018	To compare students to themselves to see how they are growing as readers individually
Examine current instruction and service delivery model	Pupil Services Director, Evaluation Team Chairs, Special Educators, Principals, Reading Specialists	Winter/ Spring 2017	To determine best practices in service delivery as related to literacy To determine staffing needs for literacy service delivery
Identify and visit high-performing neighboring school districts	Curriculum Director, Pupil Services Director, Special Educators	Spring 2017 – Winter 2018	To increase awareness of successful instructional practices To include special educators in the process of reviewing and reforming current instructional practices

<p>Create a long and short term professional development calendar</p>	<p>Pupil Services Director, Curriculum Director, Principals, Special Educators, Classroom Teachers</p>	<p>Spring of 2017</p>	<p>To increase capacity for in-district professional development</p> <p>To increase the effectiveness of specialized literacy programs utilized by special education teachers for at-risk students</p> <p>To increase awareness of local professional development opportunities</p> <p>To support teachers in the implementation of best practices</p>
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Goal 4: To increase the quality of PK-5 student writing through daily explicit writing instruction based on Common Core State Standards.

Action Step	Participants	Timeline	Anticipated Outcome
Provide ongoing professional development in the area of Common Core State Standards and writing instruction	Reading Specialists, Classroom Teachers, C&I Leaders, Principals	September 2016 – September 2017	To understand the expectations of the Common Core State Standards To create a working knowledge of best practices in the explicit teaching of writing
Adoption of Lucy Calkins Units of Study across all grades	Teachers, C&I Leaders, Reading Specialists	September 2018 – June 2019	To provide teachers with a common tool for writing curriculum, instruction and assessment aligned to the CCSS. To establish uniformity and commonality of instruction at the elementary school level
Adopt common writing rubrics at each grade level	Teachers, C&I Leaders, Reading Specialists	September 2017 – June 2019	To improve the accuracy of scores and establish commonality across schools
Administer and score pre and post on-demand assessments for each unit using common rubrics across each unit of study	Teachers, Reading Specialists	Ongoing	To provide teachers with data to inform instruction with the use of a common assessment To progress monitor and track student growth and achievement over time
Implementation of a common on-demand prompt writing protocol	Teachers, Reading Specialists	Ongoing	To establish uniformity and commonality of instruction at the elementary school level
Develop a scope and sequence of writing at every grade level	Teachers, Reading Specialists	Ongoing	To establish uniformity and commonality of instruction at the elementary school level

Update current writing curriculum in Atlas Rubicon	Teachers, Reading Specialists	September 2017 – June 2018	To articulate and communicate curriculum for schools, the district, and the community
Explore ways to integrate technology into writing workshop	Teachers, Reading Specialists, Technology Integration Specialists	September 2017 – June 2018	To engage students and infuse 21st century skills into writing instruction
Increase integration of writing into content areas	Teachers, Reading Specialists	Ongoing	To extend the learning into the content areas, giving students additional opportunities to communicate through writing

Goal 5: To articulate and enact a PK-5 literacy assessment plan that identifies assessment tools, a calendar for assessment administration, protocols for data collection and analysis, and a continuum of expectations for grade-specific proficiency in reading and writing.

Action Step	Participants	Timeline	Anticipated Outcome
Administer DRA2 three times per year in Grades 1 and 2 and twice a year in Kindergarten to all students	Reading Specialists, Teachers	Fall 2017, Winter 2018, & Spring 2018	To use a reliable identification for at-risk and to use student achievement benchmarks for each term
Administer the STAR assessment three times per year in Grades 3, 4, and 5 for all students	Teachers	Fall 2017, Winter 2018, & Spring 2018	To use a reliable identification for at-risk students in order to increase the number of students meeting grade-equivalent benchmarks for each term
Determine eligible pool of at-risk students to be administered the Benchmark Assessment System (Heinemann)	Reading Specialists, Principals	Fall 2017, Winter 2018, & Spring 2018	To identify the highest reading instructional level against expected benchmarks for each student To identify each term of students to receive Response to Intervention tiered instruction
Identify and/or develop common, grade-level formative reading assessments	Teachers, Reading Specialists	Ongoing	To develop and identify uniform formative assessment tools to measure student progress

Goal 6: To increase student literacy achievement by strengthening the community-school partnership.

Action Step	Participants	Timeline	Anticipated Outcome
Establish literacy focused home-school communications	Teachers, Reading Specialists, Principals	Launch September 2017, then ongoing	To give parents strategies and ideas to support the reader and reinforce learning at home To inform parents of student expectations in literacy
Host Literacy Information events for parents	Elementary Staff	Ongoing	
Plan Kindergarten, Grade 3, and Grade 6 Move-up/Readiness Nights	Teachers, Reading Specialists, Principal	Spring 2018, then annually	To inform incoming kindergarten, grade 3, and grade 6 parents of the expectations for incoming students as they transition to new schools
Host Summer Reading Kick-off events	Elementary Staff, PTOs	Spring 2017, then annually	To continue reading progress over summer months and prevent regression

6. Plan for Assessing and Reporting District Progress

Uxbridge elementary schools will collect data on PK-5 student literacy achievement in the following ways:

- Use a common benchmark assessment system to identify students in need of intervention and enrichment regularly throughout the year
- Use common grade level reading assessments
- Utilize benchmark writing assessments in grades K-5

Additionally, the district will analyze MCAS student achievement and growth data.

The elementary Literacy Action Plan team will meet on a regular basis to assess progress on each goal and the corresponding action steps. The team will make instructional recommendations, based on data study, to the principals and teachers at each building.

7. District Expectations and Supports for Schools

Students will:

- Read a wide variety of text at their independent reading level
- Read at their instructional level with teacher support
- Be exposed to wide variety of high-level texts
- Increase stamina in reading and writing
- Generalize word study strategies within content literacy
- Read and write independently throughout the course of the school day and at home
- Identify and use reading comprehension strategies across subject areas

Teachers will:

- Dedicate a specified amount of time each day to literacy instruction
- Participate and seek out professional development through course work, classroom visits, reading specialists and consultants, curriculum and instruction leaders, and common planning time
- Sustain a focus on delivering high-level literacy instruction to all students
- Work collaboratively with colleagues and administrators
- Analyze results of common assessments with colleagues and adjust instruction accordingly
- Ensure all special education and Title 1 students are exposed to grade-level vocabulary, text, and comprehension skills

Administrators will:

- Provide professional development and resources for teachers and students to achieve success
- Consider teacher feedback and demands of literacy instruction when creating school and teacher schedules

- Create opportunities for teachers to visit strong balanced literacy programs and listen to teacher feedback
- Commit to common professional development and planning time for teachers
- Provide teachers with ongoing feedback on literacy instruction
- Meet regularly with teacher teams to discuss implementation

Parents will:

- Be supportive of and encourage literacy activities at home and in school
- Read to and with their children
- Ensure that students are exposed to a variety of literature
- Partner with teachers to support their children's literacy development

In order for the above expectations to be realized, the following district supports will be necessary:

- Additional budgetary allowances and scheduling flexibility for long term professional development
- Financial resources to expand classroom and book room library resources

8. District Literacy Team Membership

Name	Title/Role	School (if school based)	Email
Rich Drolet, Ed.D.	Director of Curriculum, Instruction and Assessment		rdrolet@uxbridge.k12.ma.us
Stephanie Geddes	Director of Pupil Services		sgeddes@uxbridge.k12.ma.us
Marla Sirois	Principal	Taft ELC	msirois@uxbridge.k12.ma.us
Lori Fafard	Principal	Whitin Elementary	lfafard@uxbridge.k12.ma.us
Sharon Manz	ELA Curriculum & Instruction Leader/Reading Specialist	Taft ELC	smanz@uxbridge.k12.ma.us
Linda Simonds	ELA Curriculum & Instruction Leader/Grade 5 Teacher	Whitin Elementary	lsimonds@uxbridge.k12.ma.us
Lisa Hartman	Reading Specialist	Taft ELC	lhartman@uxbridge.k12.ma.us
Sharon Michalewski	Classroom Teacher	Whitin ES	smichalewski@uxbridge.k12.ma.us
Lynda Benoit-Ashby	Special Education Teacher	Whitin ES	lashby@uxbridge.k12.ma.us
Karen Isabelle	Special Education Team Chair	Taft ELC & Whitin ES	kisabelle@uxbridge.k12.ma.us
Sue Haughey	Special Education Teacher	Taft ELC	shaughey@uxbridge.k12.ma.us